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School
and
Community

BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

Vol. VI

COLUMBIA, MO.

Nos. 1 and 2

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PROCEEDINGS OF DEPARTMENT SESSIONS

Missouri State Teachers Association

St. Louis, November 6-8, 1919

The Proceedings of the General Sessions will be
printed in the June number of the SCHOOL
AND COMMUNITY, successor to the *Bulletin*.

JANUARY and APRIL, 1920

Issued Quarterly

\$1.00 Per Year

BULLETIN

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BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

VOL. VI—Nos. 1 and 2. THOS. J. WALKER, Editor. JAN-Y-APRIL, '20

Official Organ of the State Teachers' Association; published quarterly in January, April, July and October, under the direction of the Committee on Publications and Publicity of the Executive Committee.

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Annual membership dues, \$1.00 per year; 50 cents of which is to cover cost of the Bulletin. Subscription price to non-members, \$1.00 per year.

To Members:—If you change your address, please notify Secretary E. M. Carter, Columbia, Missouri, giving your old as well as your new address.

Next Meeting M. S. T. A.—Kansas City, Nov. 11-13, 1920

A Monthly Official Organ of the Mis- souri State Teach- ers' Association

In obedience to the mandate of the Associations' Constitution, Article VI, Section 6, the Executive committee has made arrangements to start the publication of an official organ. This section is as follows:

"The Executive Committee shall make necessary arrangements for the establishment of an official organ of the Association to be published at least monthly, beginning not later than June 1, 1920."

This section was adopted unanimously by the Association on November 8, 1919, in St. Louis, at its regular annual meeting. It was one of the sections that went through the crucible of critical analysis without objection or suggested change from the original draft that was circulated widely among the members of the Association before the meeting.

In starting the publication at this time when the price of labor is excessively high, and when paper is all but prohibitive in cost, the committee is made hopeful by the belief that all teachers in the State will support the Association in this new, but highly promising, venture.

It is in, a very real sense of the word, the teachers' organ. No single individual will profit by its prosperity. Its success means the success of all. Its strength means the strength of the teaching profession.

Its purpose is single—the advancement of the schools' interest.

The name selected is THE SCHOOL AND COMMUNITY. This is in keeping with the modern idea that a school's realm is no longer encompassed by the four walls of the room nor even by the boundaries of the school ground but that it reaches into the homes of the people, partakes of their sentiments and labor, shares their thoughts and aspirations and helps to solve their civic and social problems.

If your address has changed since you joined the association will you please notify, THE SCHOOL AND COMMUNITY, Columbia, Mo., so that you may receive your paper during the months of June, July and August.

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PROCEEDINGS OF DEPARTMENT SESSIONS

St. Louis Meeting, Nov. 6-8, 1919.

EDUCATIONAL COUNCIL

President, I. I. Cammack, Kansas City.

Secretary, Helen McKee, Kahoka.

The Educational Council met in the Statler Hotel Ball Room at 8 o'clock. The president, I. I. Cammack, of Kansas City, being absent, Mr. George Melcher of Kansas City was selected by Miss Gecks to fill the chair.

Miss Helen McKee, Secretary of Council being absent, Miss Alberta Callison of Kahoka was asked to take her place. The meeting was called to order.

Dr. George D. Strayer of Columbia University, New York City, delivered an address on **The Emergency in Education.**

Discussion of the subject was led by Superintendent McCartney of Hannibal and George Melcher of Kansas City.

The president appointed the following committee on officers: George N. Martin, Myrtle Threlkeld, Uel W. Lamkin.

Miss Mabel Carney of Columbia University, New York City, gave an address on **The Forward Look in Rural Education.**

The discussion was led by Ella Victoria Dobbs, University of Missouri, and George R. Crissman of Warrensburg.

A general discussion of both subjects was held, the following taking part: Miss Amelia Fruchte, William P. Evans, and Miss Elizabeth Parker.

The following persons gave remedies to better conditions of the schools of Missouri: W. W. Walters, St. Louis; J. D. Elliff, Columbia; Uel W. Lamkin, Washington, D. C.; John R. Kirk, Kirksville.

The committee on nominations reported as follows:

President, Clyde M. Hill, Springfield.

Vice-President, A. L. Threlkeld, Chillicothe.

Secretary, Mrs. Clara Graham, Charleston.

No further business appearing the Council adjourned.

GEORGE MELCHER, Acting Chairman, Kansas City.

ALBERTA CALLISON, Acting Secretary, Kahoka.

DEPARTMENT OF AGRICULTURE

Chairman, J. H. Gehrs, Cape Girardeau.

Vice-Chairman, C. B. Gentry, Springfield.

Secretary, Alphonso Gorrell, Mexico.

The Department of Agriculture met in Franklin School Auditorium, Friday, November 7, at 2:00 p. m. and the following program was rendered:

"Vocational Education in Missouri," W. T. Carrington, Jefferson City.

"Standard Exercises for a One Year High School Course in Agriculture," A. E. Wright, Kirksville State Teachers College.

"The Course of Study in Agriculture for the Elementary Schools," A. W. Nolan, State Supervisor of Agricultural Education, University of Illinois.

"Agriculture in Rural Schools of Missouri," John B. Boyd, Springfield State Teachers College.

The following officers were elected for the year 1920:

Chairman, John B. Boyd, State Teachers College, Springfield.

Vice-Chairman, A. Gorrell, Mexico.

Secretary, A. E. Wright, Kirksville.

JNO. H. GEHRS, Chairman, Cape Girardeau.

ALPHONSO GORRELL, Secretary, Mexico.

DEPARTMENT OF APPLIED ARTS AND SCIENCES

Chairman, R. A. Kissack, St. Louis.

Secretary, Jos. Guisinger, Kansas City.

Meeting called to order in Parlor A, Statler Hotel, at 2:00 p. m., November 7th.

The report of the secretary was read and the following officers elected for next year:

Chairman, Myron G. Burton, Kansas City, Vocation and Manual Training.

Secretary, Olive Deluse, Maryville, State Teachers College.

R. A. KISSACK, Chairman, St. Louis.

JOS. GUISINGER, Kansas City, Secretary

(A) VOCATIONAL AND MANUAL TRAINING DIVISION

Chairman, Matt J. Scherer, St. Louis.

Secretary, W. D. Hifner, Independence.

The Vocational and Manual Training Division of the Department of Applied Arts and Sciences met in Parlor A, Statler Hotel, Friday, November 7, at 3:00 p. m. and the following program was rendered:

The phrase "Practical Work on a Productive Basis" as used in the Smith-Hughes Bill. What effect will it have in the Shop Work in the Public School? Lewis Gustafson, David Rankin School, St. Louis.

What can the Schools do Toward Helping to Train Skilled Craftsmen?

1. The Elementary Schools.
2. The High Schools.
3. The Special Schools.

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What Modifications Necessary to Meet the Demands of the Times for Trained Artisans?

1. As far as the Course of Study is concerned.
2. Form of Instruction.
3. Equipment of Teacher.

By what means and methods can we bring about a Closer Correlation of School and Shop? August Ahrens, Warrensburg State Teachers College, Warrensburg.

Vocational Rehabilitation of the Disabled Soldier, T. L. Johnson, Supervisor of Training, Federal Board of Vocational Education.

No election of officers being made by the Division, the following officers were appointed by the Executive Committee:

Chairman,
Secretary,

W. D. HIFNER, Secretary, Independence
MATT J. SHERER, Chairman, St. Louis

(B) FINE ARTS DIVISION

Chairman, Agnes I. Lodwick, St. Louis.

Secretary, Mary Gilmer, Kansas City.

The Fine Arts Division of the Department of Applied Arts and Sciences met in Parlor B, Statler Hotel, on Friday, November 7, at 3:00 p. m. and the following program was rendered:

Art as a Vital Force in—

1. The Home, Miss Anna L. Place, St. Louis.
2. Industry, R. A. Kissack, St. Louis.
3. The Community.

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IDAHO

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Art in Occupational Therapy, Miss Idelle Kidder, Missouri Association of Occupational Therapy, St. Louis.

The following officers were elected for the ensuing year:

Chairman, Miss Skelton Wilhite, Westport High School, Kansas City.

Secretary, Miss Clara Schaeffer, St. Joseph.

No further business appearing the meeting adjourned.

AGNES I. LODWISK, Chairman, St. Louis.

DEPARTMENT OF CLASSICS

Chairman, F. W. Shipley, Washington University, St. Louis.

Vice-Chairman, Professor Walter Miller, University of Missouri.

Secretary, Norman Freudenberger, Springfield.

Meeting called to order by Chm. Shipley. Mr. Hart chosen secretary pro tem.

The Department of Classics met in Central High School, Room 218, on Friday, November 7, at 2:00 p. m., and the following program was rendered:

I. Local Propaganda for the Classics, Miss Cora M. Porterfield, Lindenwood College for Girls, St. Charles.

II. The School and College Program as Modified by War Conditions, Professor Walter Miller, University of Missouri.

III. Teacher Training: How to Keep in Form, Professor Robert L. Denning, Central High School, St. Joseph.

Discussion led by Dr. Eugene Tavenner, Washington University.

The following officers were elected for the coming year:

Chairman, Eugene Tavenner, Washington University, St. Louis.

Vice-Chairman, Anna H. Morrison, West Port High School, Kansas City.

Secretary, Alice Witherspoon, Marvin College, Fredericktown.

F. W. SHIPLEY, Chairman, St. Louis

M. M. HART, Acting Secretary, St. Louis.

DEPARTMENT OF COMMERCIAL TRAINING

Chairman, L. W. Beers, St. Louis.

Vice-Chairman, R. V. Coffey, St. Louis.

Secretary, Amy Meyer, Kansas City.

The Department of Commercial Training met in Central High School, Room 220, Friday, November 7, at 2:00 p. m.

The Relation of the High School Commercial Department to the School of Commerce at our State University. The Present and our Hopes for the Future, Dr. Isidor Loeb, University of Missouri, Columbia.

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The Teachers' Examination in June and August

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Our Plan of Enrolling New Students on Monday of Each Week, and the Results Obtained in the Commercial Department, Mr. F. J. Kirker, Polytechnic Institute, Kansas City.

Are the Commercial Departments Putting too Much Stress on Stenography, Typewriting, Bookkeeping? Dr. Isaac Lippincott, School of Commerce and Finance, Washington University, St. Louis.

The Grover Cleveland High School Savings Society and its Value of the Commercial Department, Mr. Harry Cochran, Grover Cleveland High School, St. Louis.

Round Table Discussion.

Salary, Mr. P. B. S. Peters, Manual Training High School, Kansas City.

Speed in Shorthand and Typewriting at the end of the Course, Miss Lillian Randall, Central High School, St. Louis.

Should the Commercial Department Operate the full Calendar Year? Mr. Gilbert L. Dake, Soldan High School, St. Louis.

The following officers were elected for 1920:

Chairman, F. J. Kirker, Kansas City.

Vice-Chairman, H. F. Pratt, St. Louis.

Secretary, Miss Lillian I. Randall, St. Louis.

L. W. BEERS, Chairman, St. Louis.

AMY MEYER, Secretary, Kansas City.

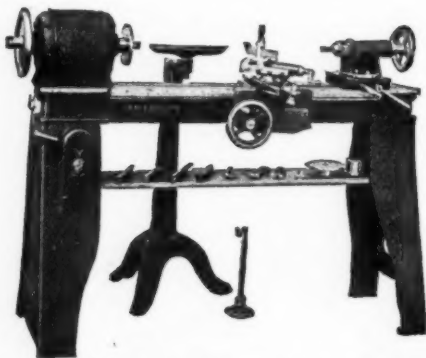
DEPARTMENT OF ELEMENTARY SCHOOLS

Chairman, Vernon G. Mays, St. Joseph.

Secretary, Genevieve Apgar, St. Louis.

The Department of Elementary Schools met in Central High School Auditorium on Thursday, November 6, at 2:00 p. m. and the following program was rendered:

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For Catalog and information address

JAMES M. WOOD, A. B., B. S., University of
Missouri; A. M., Columbia University.

Round Table Discussion.

The Problem-Project Method of Teaching in the Elementary School as Applied to:

(a) History, Prof. Mendel E. Branom, Dept. of History and Geography, Harris Teachers College, St. Louis.

(b) Arithmetic, Dr. J. L. Meriam, Professor of School Administration, University of Missouri, Columbia.

(c) Geography, Prof. R. H. Whitbeck, Editor of the Journal of Geography, Professor of Geography, University of Wisconsin, Madison, Wisconsin.

Project and Problem—Definition and Class Illustration, W. J. Stevens, Principal, Bryan Mullanphy School, St. Louis.

The officers elected for next year are:

Chairman, A. E. Hotchkiss, Kansas City.

Vice-Chairman, H. H. Ryan, St. Louis.

Secretary, D. Kittel, University City.

No further business appearing the meeting adjourned.

VERNON G. MAYS, Chairman, St. Joseph.
GENEVIEVE APGAR, Secretary, St. Louis.

DEPARTMENT OF ENGLISH

Chairman, V. C. Coulter, Warrensburg.

Secretary, Dorothy Kaucher, St. Joseph.

The annual meeting of the Department of English, Missouri State Teachers' Association, was held at Harris Teachers College, at 2:00 p. m., November 7, 1919. In the absence of the regular officers, Mr. Hoffsten of St. Louis acted as chairman and Miss Chamberlain as secretary.

The paper on **English Equipment for High Schools**, by Miss Blanche Frances Emery of the State Teachers College at Kirksville was presented in printed form for distribution to those present at the meeting.

Mr. Roy I. Johnston, of the Junior College, Kansas City, addressed the meeting on **Some Needed Shifts of Emphasis in High School English**. Discussion followed.

Miss Elizabeth Wales, secretary of the Missouri Library Commission, Jefferson City, addressed the meeting on **Co-operation of the Missouri Library Commission with the English Teacher**.

The following officers were elected for the ensuing year:

Chairman, Miss Genevieve Apgar, Harris Teachers College, St. Louis.

Secretary, Mr. Hillier McC. Burrows, Park College, Parkville.

The meeting then adjourned.

FANNIE CHAMBERLAIN, Acting Sec'y., St. Louis.

FOLK LORE DEPARTMENT

President, Mary A. Owen, St. Joseph.

Vice-Presidents, Lucy R. Laws, Columbia; Mrs. Eva W. Case, Kansas City; Jennie M. A. Jones, St. Louis; Mrs. Edward Schaaf, St. Mary's.

Treasurer, C. H. Williams, Columbia.

Secretary, H. M. Belden, Columbia.

The Society met as a department of the State Teachers' Association in St. Louis, November 6 and 7, 1919. The program, as sent to members of the society in advance of the meeting, was followed, except that lack of a quorum prevented a meeting of the Executive Board, and the business meeting was postponed from Thursday afternoon to Friday evening. At the supper about forty were present. After the very enjoyable program ar-

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by

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State Normal School,
Cape Girardeau, Mo.

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2. Its harmony with the home-project idea in agricultural education.
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ranged by Miss Yoffie, a short business meeting was held at which the secretary presented the treasurer's report for the last two years (there was no meeting in 1918); and the committee on nominations—Mr. Mackenzie, Mrs. Schaaf, Miss Johns—submitted the following names:

President, Miss Mary A. Owen, St. Joseph.

Vice-Presidents, Dr. Archer Taylor, St. Louis; Miss Frances Barbour, St. Louis; Mrs. Eva Warner Case, Kansas City; Miss Stella Drumm, St. Louis.

Secretary, Dr. H. M. Belden, Columbia.

Treasurer, Dr. C. H. Williams, Columbia.

Directors, Miss Leah Yoffie, St. Louis; Dr. A. E. Bostwick, St. Louis;

Mrs. W. B. VerSteeg, St. Louis.

The secretary was directed to cast the vote of the meeting for these candidates.

(Since there was no election in 1917, and no meeting in 1918, all the directorships were vacant. The Secretary feels himself responsible for the irregularity by which three vice-presidents were elected from St. Louis when the constitution provides only for "a vice-president for each local center." He failed to note the irregularity at the time, but believes that the action of the meeting should be allowed to stand, for this year, especially as the Society thus secures the services of two additional and active officers in St. Louis.)

The treasurer's report shows a balance to our credit of \$335.71, receipts since 1917 of \$32.34, and expenses of \$2.48, making a gain of \$29.86. Deducting \$20.00 which the treasurer has been authorized to pay for the use of the Artists' Guild rooms for the meeting of November 7, the Society shows a gain of \$9.86 for the lean years of 1917-1918. Four new members and one new associate were added at the recent meeting.

MARY A. OWEN, St. Joseph, Chairman.

H. M. BELDEN, Secretary, Columbia.

DEPARTMENT OF GEOGRAPHY

Chairman, L. W. Rader, St. Louis.

Secretary, Inez Wolfe, Kansas City.

The Department of Geography held its meeting on Friday, November 7, 2 p. m., in Harris Teachers' College Critique with Mr. L. W. Rader of St. Louis presiding.

The general topic, "Geography as Influenced by the World War," was discussed under the following heads:

Suggestive Changes in Teaching Geography, Prof. M. E. Branom, Harris Teachers' College, St. Louis.

Industrial and Commercial Readjustment, Mr. A. E. Hotchkiss, Director of Teachers' Training, Kansas City.

Human Geography, Prof. R. H. Whitebeck, University of Wisconsin, Madison.

Following these, Mr. Carl J. Baer, Chamber of Commerce, St. Louis, with telling charts showed how diversified farming affected the life of community.

The following officers were elected for the coming year:

Chairman, Mr. A. E. Hotchkiss, Kansas City.

Secretary, Miss Marian Higgins, St. Louis.

Respectfully submitted,

INEZ M. WOLFE, Secretary.

DEPARTMENT OF HISTORY AND GOVERNMENT

Chairman, R. V. Harman, Kansas City.

Vice-Chairman, E. D. Lee, Columbia.

Secretary, J. E. Wrench, Columbia.

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SECOND—"WELCH" apparatus is rigidly inspected after making. Any piece that does not measure up to our standards is not allowed to be shipped until made so that it does. Every piece must obtain the approval of experts based upon the ideal of the highest possible standard of service.

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Manufacturers, Importers, and Exporters of Scientific Apparatus
1516 Orleans Street CHICAGO, ILL., U. S. A.

The Department of History and Government met in Central High School, Room 120, on Friday, November 7, at 2:00 p. m.

Problem—The Social Studies in the High School of Missouri—The Present and the Future.

1. The Report of the Executive Committee on the Social Studies in the High Schools of Missouri.

2. What Did the Social Studies do to Help Win the War for Democracy? J. J. Lewis, St. Louis.

3. What Can the Social Studies do to Aid in Reconstruction? H. R. Tucker, St. Louis.

4. Lessons from the World War, Dr. Roland G. Usher, Washington University.

5. General Discussion: Wm. A. Lewis, Polytechnic Institute, Kansas City; Miss T. C. Gecks, St. Louis; Miss Sara Leona Barth, Boonville.

The following resolution, which was adopted, was addressed to the State Teachers Association:

"I beg leave to submit the following resolutions adopted by the Department of History and Government at its annual meeting, Friday afternoon, Nov. 7, 1919:

I. That this body urge the teaching of community civics from the fourth grade thru the eighth grade.

II. That a four year plan for the social studies in the High School be adopted as follows:

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Sent Postpaid at Listed Prices

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By LAURA R. SMITH. 160 pages. Cloth. A new book that solves the seat work problem for the primary teacher.

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Father Thrift and His Animal Friends (60c)

By JOSEPH C. SINDELAR. 128 pages. Cloth, with illustrations in black and color. A fascinating story for children of the second and third grades, teaching valuable lessons in thrift.

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3. Third year High School—1700 to present.
4. Fourth year High School—one year American History.
 - First term—to 1815
 - Second term—1815 to present.

III. 1. That Course "one" and one year in History, preferably in Modern European and American, be required of all students for graduation from High School.

2. That course "1" be required for college entrance.

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IV. That the name of this group be changed to the Department of Social Sciences.

V. That the dues of this Department be abolished and the General Association be asked to appropriate funds for necessary clerical and office work connected with the work of this department.

VI. The Department of Social Sciences urges the State Teachers Association to put itself definitely on record as opposed to the practice, now all too common, of assigning subjects to High School teachers without regard to their fitness and training.

6. The following officers were elected for 1920:

Chairman, Laura Runyan, Warrensburg.

Vice-Chairman, W. M. Butler, St. Louis.

Secretary, Jesse Wrench, Columbia.

No further business appearing the meeting adjourned.

R. V. HARMAN, Chairman, Kansas City.

JESSE WRENCH, Secretary, Columbia.

DEPARTMENT OF HOUSEHOLD ARTS AND SCIENCES

Chairman, Hettie M. Anthony, Maryville.

Vice-Chairman, Virginia C. Richeson, St. Louis.

Secretary, Ida M. Shilling, Kansas City.

The Department of Household Arts and Sciences met in Central High School, Room 206, on Thursday, November 6, at 2:00 p. m. and the following program was rendered:

The Smith-Hughes Bill as adapted to Household Arts in Missouri, J. D. Elliff, University of Missouri, Columbia.

Discussion, W. T. Carrington, Director Vocational Education, Jefferson City.

University of Colorado

Boulder, Colorado

Summer Quarter, 1920.

First Term—June 14-July 21

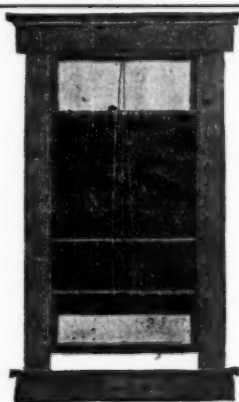
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Ideals for Vocational Home Economics, Louise Stanley, Agent for Home Economics Education, Washington, D. C.

Home Economics versus Vocational Training, Miss Anna Hussey, Kansas City.

Home Management as a High School Possibility, Miss Anna Jensen, University of Missouri, Columbia.

Business meeting.

The following officers were elected for the following year:

Chairman, Miss **Ida Shilling**, Kansas City.

Vice-Chairman, Miss **Latimer**, Springfield.

Secretary, **Elizabeth H. Smith**, Kansas City.

No further business appearing the meeting adjourned.

HELTIE M. ANTHONY, Chairman, Maryville.

IDA M. SHILLING, Secretary, Kansas City.

DEPARTMENT OF KINDERGARTEN—PRIMARY

Chairman, **Alice Shallcross**, St. Louis.

Secretary, **Mary Dysart**, Columbia.

The Department of Kindergarten—Primary met in Central High School Auditorium on Friday, November 7, at 2:00 p. m.

Songs and Games—Kindergarten—Primary Group, Irving School, St. Louis.

Directors, Miss **Jennie C. Taylor** and Miss **Jennie Wahlert**.

A Unified Kindergarten—Primary Period, Miss **Patty Smith Hill**, Teachers College, Columbia University, New York. (Lecture illustrated by stereopticon views showing recent experiments in Kindergarten—Primary grades.)

Discussion: Miss Emma B. Grant, Primary Supervisor, Kansas City; Miss Cora L. English, Kansas City; Miss Estelle Hinton, State Teachers College, Springfield; Miss Mildred Miller, Kindergarent—Primary, State Teachers College, Maryville.

The following officers were elected for the year 1920:

Chairman, Estelle Hinton, Springfield.

Vice-Chairman, Mary Pennell, Kansas City.

Secretary, Mildred Miller, Maryville.

No further business appearing the meeting adjourned.

ALICE SHALLCROSS, Chairman, St. Louis.

MARY DYSART, Secretary, Columbia.

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DEPARTMENT OF LIBRARIES

Chairman, Arthur E. Bostwick, St. Louis.

Vice-Chairman, J. Cunningham, St. Joseph.

Secretary, C. E. Wells, Maryville.

The Department of Libraries met in Public Library, Assembly Room, on Friday, November 7, at 2:00 p. m., and the following program was given:

Some Late Reference Books Interesting to Teachers, Miss Antoinette Douglas, St. Louis Public Library.

Americanization and the Library; Past and Future:

(a) What has been done and what might be done, Miss Julia Krug, St. Louis Public Library.

(b) Work with non-English-Speaking foreigners in branch libraries, Mr. H. TerBraak, St. Louis, Y. M. C. A.

Libraries for Rural Districts: Which Unit Shall it be? State, County or Township? Mr. Purd B. Wright, Librarian, Kansas City Public Library.

Problem Method of Instruction and Its Correlation in Library Service, Mr. W. C. Reavis, Supt. Public School, Alton, Illinois.

The following officers were elected for the ensuing year:

Chairman, Mr. Jesse Cunningham, St. Joseph.

Vice-Chairman, Dr. Ward H. Edwards, Liberty.

Secretary, C. E. Wells, Maryville.

No further business appearing the meeting adjourned.

ARTHUR E. BOSTWICK, Chairman, St. Louis.

DEPARTMENT OF MATHEMATICS AND SCIENCE

President, O. M. Stewart, Columbia.

Secretary, B. F. Finkel, Springfield.

Treasurer, A. J. Schwartz, St. Louis.

The Department of Mathematics and Science met in Central High School, Room 225, on Friday, November 7, at 1:30.

Business meeting.

The following officers were elected for the ensuing year:

President, Janes E. Wildish, Kansas City.

Secretary, Albert Davis, St. Louis.

B. F. FINKEL, Secretary, Springfield.

MATHEMATICS DIVISION

Vice-President, W. A. Luby, Kansas City.

Secretary, Eula Weeks, St. Louis.

The Mathematics Division of the Department of Mathematics and Science met in Central High School, Room 225, on Friday, November 7, at 2:00 p. m. The following program was rendered:

1. Thorndike's Thesis that Training in Mathematics does not Transfer—Is it True? August Grossman, St. Louis.

2. Means for the Scientific Development of Mathematics Teachers, Prof. G. A. Miller, University of Illinois.

3. Post-War Curricula in Mathematics, A Forecast, Austin C. Andrews, Kansas City.

Discussion.

The following officers were elected for the ensuing year:

Vice-President, R. A. Wells, Park College, Parkville.

Secretary, Eula A. Weeks, Cleveland High School, St. Louis.

No further business appearing the meeting adjourned.

W. A. LUBY, Vice-President, Kansas City.

SCIENCE DIVISION

Vice-President, H. L. Roberts, Cape Girardeau.

Secretary, Loula Van Neman, Kansas City.

The Science Division of the Department of Mathematics and Science met in Central High School, Room 226, on Friday, November 7, at 2:00 p. m.

The following program was rendered:

1. The Missouri Botanical Garden as an Educational Institution, Prof. Geo. T. Moore, Director Missouri Botanical Garden, St. Louis.

2. The Effects of the War on Science Teaching, A. C. Magill, Southeast Teachers College, Cape Girardeau.

Discussion.

The following officers were elected:

Vice-President, W. S. Wake, St. Louis.

Secretary, Dora Reynolds, Macon.

No further business appearing the meeting adjourned.

H. L. ROBERTS, Chairman.

DEPARTMENT OF MODERN LANGUAGES

Chairman, J. W. Heyd, Kirksville.

Vice-Chairman, John L. Deister, Kansas City.

Secretary-Treasurer, Ada M. Jones, Kansas City.

The Department of Modern Languages met in Central High School, Alumni Room, on Friday, November 7, at 2:00 p. m. and the following program was carried out:

Ways and Means of Vitalizing the Teaching of Modern Languages.

1. By Means of Literature, by W. S. Sanders, Park College, Parkville.

2. Ear Training in Reading Courses, by E. K. Mapes, Westminster College, Fulton.

3. By Means of Short Story Writing, based on Pictures, Newspaper Reading, Letter Writing, Songs, French Club, and the Use of the Victrola, by Elizabeth T. Parker, Central High School, St. Louis.

The following officers were elected for 1920:

Chairman, Geo. L. de la Roche, Soldan High School, St. Louis.

Vice-Chairman, Jennie Willemsen, Soldan High School, St. Louis.

Secretary, Bertha Morgan, Yeatman High School, St. Louis.

No further business appearing the meeting adjourned.

J. W. HEYD, Chairman, Kirksville.

ALICE MORGAN, Acting Secretary, St. Louis.

DEPARTMENT OF MUSIC

Chairman, M. Ethel Hudson, St. Louis.

Secretary, Mabel Hope Justis, Carthage.

The Department of Music met in Union M. E. Church on Thursday afternoon, 2:00, November 6. The following program was rendered:

The Star-Spangled Banner.

Music: (a) Marche Militaire, Schubert.

(b) Henry VIII Suite

Frank Louis Soldan Orchestra

Miss M. Teresa Finn, Director.

A Talk on "The Value of Creative Work in Music Education," with illustrations, Mrs. Jessie L. Gaynor, St. Louis.

Music: (a) Amorosa, Boex.

(b) Irish Love Song, Ruthern-Lang.

(c) Romany Mother's Song, Knox-Willis.

Chaminade Club, Soldan High School.

Miss M. Teresa Finn, Director.

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Address: "The Relative Value of Taste and Technique in the Teaching of School Music," Prof. Charles H. Farnsworth, Teachers College, Columbia University, New York City.

Discussion: Led by Mr. E. L. Coburn, Supervisor of Music, St. Louis.

Melodrama: "King Robert of Sicily," Fossette G. Cole, Mrs. E. George Payne.

Address: "Flint's (Michigan) Plan for Municipal Leadership in Music," Mr. George Oscar Bowen.

Discussion: Led by Miss Clara F. Sanford, St. Joseph.

Community Singing: Led by Mr. Bowen.

Music: Porter Rural School Band, Kirksville.

Story of its Organization, Mrs. Marie Turner Harvey.

The following officers were elected for 1920:

Chairman, Raymond N. Carr, Kirksville.

Secretary, Clara F. Sanford, St. Joseph.

M. ETHEL HUDSON, Chairman, St. Louis.

MABEL HOPE JUSTIS, Secretary, Carthage.

DEPARTMENT OF PARENT-TEACHER ASSOCIATION

President, Ella Victoria Dobbs, Columbia.

Vice-President, Mrs. J. B. McBride, Springfield.

Secretary, Lydia D. Montgomery, Sedalia.

Franklin School Auditorium, Nov. 6, 2 p. m.

Meeting called to order promptly at 2:00 p. m. by Miss Ella V. Dobbs, President of the Department.

1. Dr. George B. Mangold, Director Missouri School of Social Economy, St. Louis, gave a very able address on "Child Welfare Legislation In Missouri." Children's Code fully discussed.

2. Mrs. Walter McNab Miller of St. Louis spoke on "Woman's Responsibility for Conditions Outside the Home." (a) Seeing that proper laws are put upon the statute books—and see that they are enforced. (b) Laws regarding personal and public health, compulsory health laws along with compulsory education. She also gave some facts concerning Green county: 1700 children underweight, 3110 defective teeth, 550 defective vision, etc., Public Health Council organization with eight nurses, dentists, etc., in the field. Public Health is a community affair to train children in health habits.

3. Dr. R. L. Russell, U. S. Public Health Department, Jefferson City, was absent. Dr. Dorris substituted for Dr. Russell. He discussed careful instruction about sex relationship.

4. Successful Parent-Teachers Associations—on what do they depend. Mrs. Thompson discussed the above subject saying that they mean a close and hearty co-operation of home with the school. Mr. Wilcox next spoke: Let the fathers alone, the mothers can do more without them. Success is an accomplishment of our desires. We wish to attain our ideals as follows:

- (a) Community spirit to be cultivated.
- (b) Numbers—make the Association feel that the enrollment should include all the people of the district.
- (c) Definiteness of purpose—stick to it until you have accomplished your purpose. Get the people on your side.
- (d) Cultivate the Parent-Teacher Association. See that you as a teacher are at every meeting. Success depends upon co-operation. Hang to your work.

Mr. Stone next spoke. When we analyze the situation, he said, it depends upon the attitude on the parent's side and also the attitude on the teacher's side.

Mr. Crissman gave his vision of Parent-Teacher Association member as members of the State Teachers Association.

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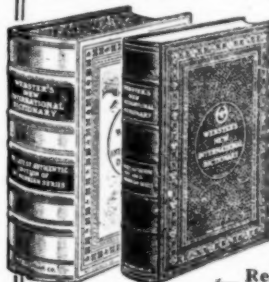
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Vice-President, Miss Mary Thompson, St. Louis.

Secretary, Miss Gertrude Green, Kansas City.

Respectfully submitted,

LYDIA D. MONTGOMERY, Secretary, Sedalia.

DEPARTMENT OF PHYSICAL EDUCATION

Chairman, A. E. Kindervater, Supervisor, Public School, St. Louis.

Vice-Chairman, W. F. Meanwell, Director of Physical Education, University of Missouri.

Secretary, Miss Ethel R. Weeden, Harris Teachers College, St. Louis.

The Department of Physical Education met at Central High School, Large Gymnasium, Thursday, November 6, at 2:00 p. m.

The following program was rendered:

1. Introductory address explaining the aim and purpose of this department in the State Teachers' Association, A. E. Kindervater, St. Louis.

2. Paper on "The Value of Organized Play in Physical Education, F. M. Underwood, Principal of Fanning School, St. Louis.

Discussion.

3. Why Physical Training Should Be Considered Equally Important to any Other Subject of the School Curriculum, C. L. Ebsen, Supervisor of Physical Education, Public Schools, Belleville, Ill.

4. The Relation of Physical Education to Health and Recreation, Ethel R. Weeden, Physical Director, Harris Teachers College, St. Louis.

Discussion.

Business meeting and election of officers.

The same officers for the Physical Education Section were elected for 1920.

No further business appearing the meeting adjourned.

A. E. KINDERVATER, Chairman, St. Louis.

DEPARTMENT OF READING AND PUBLIC SPEAKING

Chairman, Miss Jennie M. A. Jones, St. Louis.

Secretary, Roberta Sheets, St. Joseph.

The Department of Reading and Public Speaking was called to order by the Chairman, Miss Jones, at Harris Teachers College on Thursday, November 6, at 2 o'clock.

Miss Sheets, the Secretary, was absent and Miss Julian F. Kelly was chosen acting secretary.

The following program was rendered:

A brief foreword with demonstration; The Adaptation of the Community Singing Method to Community Rendering of Verse, Miss Jones, Soldan High School, St. Louis.

The Renaissance of the Old Friday Afternoon Exercises, Mr. T. E. Spencer, Director Extension Work, St. Louis.

The Lost Art of Reading Aloud and How to Revive It, Mr. Percival Chubb, Leader, Ethical Society, St. Louis.

The Work of the Committee on American Speech, (National Council of English Teachers), Dr. Clarence Stratton, Central High School.

Business meeting.

No officers were elected so their appointment was left to the Executive Committee.

No further business appearing the meeting adjourned.

JENNIE M. A. JONES, Secretary

JULIA F. KELLY, Acting Secretary.

DEPARTMENT OF RURAL SCHOOLS

Chairman, Bert Cooper, Maryville.

Vice-Chairman, Elizabeth Brainerd, Trenton.

Secretary, Bethsue Pickett, Mound City.

The Department of Rural Schools met in Statler Hotel Ball Room, on Thursday, November 6, at 1:30 p. m. The following program was rendered:

1:30. Music. Short talk and demonstration of the Value of Community Singing, E. L. Coburn, St. Louis.

1:45. Vitalized Rural Life Work, Miss Mildred Miller, State Teachers College, Maryville.

2:05. Vitalized Agriculture in Our County, T. R. Luckett, County Superintendent, Sedalia.

2:35. Music.

2:45. Preparation of Teachers for Vitalized Agricultural Work, Professor Leeson, State Teachers College, Maryville.

3:05. Discussion by Miss Hettie Anthony.

3:15. Rural Schools—Their Opportunities and Responsibilities, Miss Charl Williams, Superintendent Shelby County, Memphis, Tennessee.

Friday, November 7, 1:30 p. m., Statler Hotel Ball Room.

1:30. Music, Yeatman Glee Club, Eugenia Dussuchal, Leader.

1:45. Consolidation of Rural Schools, Supt. W. M. Oakerson, Jefferson City.

2:20. Music.

2:35. The Country Teacher's Part in Reconstruction in Education, Miss Mabel Carney, Columbia University, New York City.

The following officers were elected for the year 1920:

Chairman, O. L. Cross, Macon.

BERT COOPER, Chairman, Maryville.

DEPARTMENT OF SCHOOL ADMINISTRATION

President, F. H. Barbee, Kansas City.

Vice-President, Houck McHenry, Jefferson City.

Secretary, Mrs. Myrtle Threlkeld, Shelbyville.

The Department of School Administration met at Statler Hotel, Assembly Room, Thursday, November 6, at 2:00 p. m. The following program was rendered:

Measurements of Teaching, Supt. W. C. Barnes, Carthage.

Discussion.

The following officers were elected for the year 1920:

President, P. P. Callaway, Moberly.

Vice-President, A. R. Curry, Kennett.

Secretary, Miss Frankie Connell, Hannibal.

No further business appearing the meeting adjourned.

O. G. SANFORD, Acting Chairman, Trenton.

MRS. MYRTLE THRELKELD, Secretary, Shelbyville

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SCHOOL BOARD DIVISION

President, Arthur A. Hoech, Jefferson City.

Secretary, Allen D. Morrison, Green City.

The School Board Division of the Department of School Administration was called to order by the Chairman, Arthur A. Hoech, at Statler Hotel, Assembly Room, on Thursday, November 6, at 3 o'clock.

In the absence of Mr. Morrison, J. J. Bridell of Maplewood was elected acting secretary.

The following program was rendered:

The Adequacy of the Present School Law to Meet the Needs of Present Day Conditions, C. I. Taylor, Webster Groves.

The Value of Organized Play on School Premises, E. H. Buemer, Kirkwood.

The Place of the Teacher in the Social Life of the Community, Dr. J. P. Marshall, Maplewood.

Some Phases of School Sanitation, Dr. James Stewart, St. Louis.

Following are the officers for next year:

President, Charles L. Ferguson, Doniphan, Missouri.

First Vice-President, C. C. Mayes, Hannibal, Missouri.

Second Vice-President, C. E. Gilbert, Nevada, Missouri.

Secretary, J. J. Bridell, Maplewood, Missouri.

Treasurer, C. L. Sease, Prairie Hill, Missouri.

No further business appearing the meeting adjourned.

ARTHUR A. HOECH, Chairman, Jefferson City.

J. J. BRIDELL, Acting Secretary, Maplewood.

CITY SUPERINTENDENTS' DIVISION

Chairman, S. E. Seaton, Macon.

Secretary, F. A. Cozean, Morehouse.

The City Superintendents' Division of the Department of School Administration met in the Statler Hotel Assembly Room, Thursday, November 6, at 3:00 p. m.

Business meeting and election of the following officers:

Chairman, D. E. Motherseard, Herculaneum.

Secretary, B. F. Melcher, Bonne Terre.

Adjournment to meeting of Department of Elementary School, Central High School Auditorium.

S. E. SEATON, Chairman, Macon.

COUNTY SUPERINTENDENTS' DIVISION

Chairman, T. R. Luckett, Sedalia.

Secretary, Roxana Jones, Milan.

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TOPEKA, KANSAS

ministration met in Statler Hotel Assembly Room, Thursday, November 6, at 3:00 p. m.

Business meeting and discussion of matters of special interest to County Superintendents.

Election of the following officers for 1920:

Chairman, C. C. Carlstead, Keytesville.

Vice-Chairman, Wm. Robertson, Huntsville.

Secretary, Miss Kathryn Spangler, Clinton.

No further business appearing the meeting adjourned.

T. R. LUCKETT, Chairman, Sedalia.

DEPARTMENT OF SECONDARY SCHOOLS

Chairman, V. A. Davis, Columbia.

Vice-Chairman, Robt. M. Magee, Maryville.

Secretary, Nellie Mack, Clayton.

As the Chairman, V. A. Davis, Columbia, and the Vice-Chairman, Robert M. Magee, Maryville, were both absent, the Department placed Mr. H. E. Blaine in the chair. The secretary, Miss Nellie Mack, Clayton, was unable to be present because she was to read a paper on "Teaching by Teacher-Training Students" in the Department of Education, which department met at the same hour. Miss Mattie M. Montgomery substituted as secretary in her place.

The meeting was called to order by the acting chairman, Mr. H. E. Blaine, at 2:10 p. m.

Dr. J. L. Meriam, University of Missouri, Columbia, substituted the subject, "Some Things on Certain Aspects of High School Work," for the subject, "What Should be the Standard of Promotion in our High School?" as printed in the program.

Some of the important points brought out by Dr. Meriam were:

(1) We people in the public schools glory in educating our young people in some things that most people do not know anything about.

(2) We are educating our young people away from community life rather than into community life.

(3) We should have a free course in English.

(4) Ought not think of preparing boys and girls of the Freshman class for more advanced work in English, but should give them a course that had some vital connection with their community life.

In conclusion Dr. Meriam would have us cut out almost all we are teaching in the High School and substitute such subjects and such methods as would train the pupil to fit into community life.

After a lively discussion of the points brought out by Dr. Meriam the second topic was taken up. How Procure "Stronger Work from Our High School Students?" This subject was divided into three sub-topics (a) Home Study and Parent Co-operation, (b) Providing Social Life for the High School, and (c) New Methods of Teaching Patriotism.

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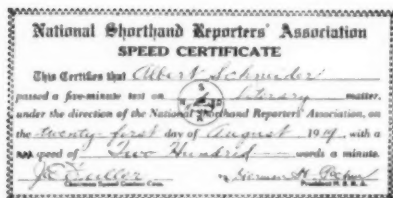
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The first of these topics (a) "Home Study and Parent Co-operation" was very ably discussed by Supt. D. W. Branam, Higginsville.

In making a study of this particular subject Mr. Branam said he found that students are not giving as much time to home study as formerly. Some of the reasons for this are as follows:

- (1) In a system of eight periods per day the pupil says he has time to get all his lessons at school.
- (2) A great many work outside of school hours.
- (3) Do not know just what to prepare, assignments are not definite.
- (4) When assignments are made for work outside of the text, the pupil has not the reference books in his home.

The (b) sub-division "Providing Social Life for the High School," was omitted from the program because Supt. E. C. Bohon, Savannah, was not present.

Supt. M. B. Vaughn, Montgomery City, then took the floor and gave the audience many valuable points on the timely subject (a) "New Methods of Teaching Patriotism."

Among the first remarks he made he said that the public school system was the cause of our boys having so much "pep" in the late war. We have taught them patriotism for war—they have proved that. But we must teach them a patriotism which lasts twenty-four hours in the day, and seven days in the week and three hundred-sixty-five days in the year, loyalty in peace as well as in war.

The next number on the program was omitted at this time, because Supt. Vernon G. Mays, St. Joseph, was busy in another meeting. But he came in during the reading of the next paper and gave up his time to Prin. Chester B. Curtis. We all appreciated his generosity but were also sorry we could not hear his paper on High School Re-adjustments Necessitated by War Conditions. We hope Supt. Vernon G. Mays, St. Joseph, will send his paper to the secretary-treasury of the Association so it will be published.

Prin. Chester B. Curtis, Central High School, St. Louis, made another substitution. He took for his topic of discussion, "Means of Advertising the High School in the Community," in place of "High School Student Activities."

Mr. Curtis started out by pointing out the fact that (1) We need more money to promote the schools; (2) We need more schools, High Schools, Universities and Colleges; (3) It takes six years to prepare teachers. Now since the schools are supported by the public and they need more money we need to find means of advertising them.

Mr Curtis closed his discussion by showing the department some concrete examples of what he had been trying to picture to us in words.

The business part of the meeting was taken up and the following officers were elected for the ensuing year:

Chairman, Prin. Chester B. Curtis, St. Louis.

Vice-Chairman, J. H. Thalman, St. Joseph.

Secretary, Mattie M. Montgomery, Sedalia.

Respectfully submitted,

MATTIE M. MONTGOMERY, (Substitute Sec.)

DEPARTMENT OF TEACHERS OF EDUCATION

Chairman, Guy H. Capps, Monett.

Secretary, Helen Davis, Excelsior Springs.

The secretary, Miss Helen Davis, being absent, Miss Lena Meier of Lexington was chosen acting secretary.

The Department of Teachers of Education met in Harris' Teachers College, 208 A-B-C, Thursday, November 6, at 2:00 p. m. The following program was rendered:

Project Teaching—The Method of Democracy, Mabel Carney, Columbia University, New York City.

Practice Teaching by Teacher-Training Students, Nellie M. Mack, Clayton.

General Problem of the Teacher-Training Work, W. S. Smith, Teacher-Training Inspector, Jefferson City.

General discussion, led by Jessie Via, Rolla.

Election of the following officers for 1920:

Chairman, R. F. Nichols, Lamar.

Secretary, Miss Jessie Via, Rolla.

Meeting adjourned.

LENA MEIERER, Acting Secretary, Lexington.

DEPARTMENT OF UNIVERSITIES, COLLEGES AND NORMAL SCHOOLS AND JUNIOR COLLEGES

Chairman, J. M. Wood, Columbia.

Secretary, Byron Cosby, Kirksville.

In the absence of Chairman Wood, Dr. J. A. Thompson, of Tarkio, presided.

The Department of Universities, Colleges and Normal Schools and Junior Colleges met in Central High School, Room 212, Friday, November 7, at 2:00 p. m.

Vocational Education in Missouri, (20 minutes) W. T. Carrington, State Director of Vocational Education, Jefferson City.

In the Organization of its courses, what latitude should be allowed a given institution to enable it to adjust its curriculum more closely to the interests of its own constituency? (10) Dean Geo. O. James, Washington University, St. Louis.

The place of Physical Education in a Secondary School or a College Curriculum (10 minutes), President John R. Kirk, State Teachers College, Kirksville.

The following officers were elected for the ensuing year:

Chairman, E. M. Bainter, Kansas City.

Secretary, E. D. Lee, Columbia.

No further business appearing the meeting adjourned.

BYRON COSBY, Secretary, Kirksville.

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Managing Editor, Thos. J. Walker, Columbia, Missouri.

Business Manager, E. M. Carter, Columbia, Missouri.

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Known bondholders, mortgagees, and other security holders, holding 1 per cent or more of total amount of bonds, mortgagees or other securities: None.

(Signed) E. M. CARTER, Business Manager.

Sworn to and subscribed before me this 22nd day of May, 1920.

(Signed)
(SEAL)

R. B. PRICE, Jr., Notary Public.
(My commission expires April 27, 1923).

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BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

Vol. VI

COLUMBIA, MO.

No. 1a



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TABLE OF CONTENTS

Preliminary Report of The Committee on Teachers' Salaries
and Tenure of Office.

Report of Committee on Larger Sources of Revenue.

The Educational Situation in Missouri.

Preliminary Report of Legislative Committee.



Fill in Referendum Legislative Program, pages 23 and 24

MARCH, 1920

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THOS. J. WALKER, Editor

MARCH, 1920

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To Members:—If you change your address, please notify Secretary E. M. Carter, Columbia, Missouri, giving your old as well as your new address.

Next Meeting M. S. T. A.—Kansas City, Nov. 11-13, 1920

PRELIMINARY REPORT OF THE COMMITTEE ON TEACHERS' SALARIES AND TENURE OF OFFICE, OF THE MISSOURI STATE TEACHER'S ASSOCIATION

I. Introduction

During the last year or two practically all of the organized agencies for the dissemination of knowledge have been giving large publicity to the fact that the school teachers of the country are woefully under-paid. These facts have been presented in various ways by the educational journals, the more important magazines, and just now the great metropolitan papers all over the country are giving large space to the various facts concerning the problem. Indeed, just now the problem has reached the cartoon stage. Undoubtedly this is one of the most effective ways to present an issue, but at the same time it is fraught with many grave dangers. The hideous cartoon which was recently published in two of our great metropolitan papers is being reproduced in every weekly and daily journal of importance. Only recently it appeared in the Literary Digest in all of its hideousness. Any man or woman who knows a little about social psychology can very readily discern the far reaching results of such a piece of propaganda.

In a recent speech to assist the teachers of New Jersey in a salary campaign, Secretary Lane, in whose department the Bureau of Education is located, made a statement which is somewhat typical. Indeed, practically the same general philosophy has been stated by hundreds of wide awake public men in recent weeks. Secretary Lane said, "At a time when democracy must meet the challenge of eastern autocracy and when the public schools stand in need of ablest men and women, we are not only losing thousands of our best teachers yearly, but other young men and women are no longer preparing to enter the service because they cannot exist on the disgracefully low salaries. The public school is the strongest weapon we possess against the enemy of our liberty. The temper of that weapon will depend upon the character of our teachers. These teachers have always been disgracefully under-paid."

It seems to us at the outset that any statement concerning the salaries of teachers or even the preservation of the profession itself is of secondary value. The personal interest of the teachers or of the profession is of secondary importance when we consider the whole problem. We think teach-

ers everywhere recognize the opportunity for patriotic service and that there is an element of vicariousness in the work of teaching, but these factors, as important as they are, cannot prevent radical economic and social changes from affecting the profession and the efficiency of the schools. No matter how much value may be attached directly to any type of social service, the complexity of modern living is such that the service must bring sufficient economic reward to enable the workers to secure an income large enough to meet the demands of modern society for respectability and a reasonable measure of comfort. Moreover, some small savings for old age must accompany the service. We do not believe there is the slightest tendency on the part of the teachers toward extravagance or opulence.

We believe that the citizens of the state have long ago accepted the general philosophy enunciated in the Constitution of 1875 which says, "A general diffusion of knowledge and intelligence being essential to the preservation of the life and liberty of the people, the General Assembly shall establish and maintain free schools for the gratuitous instruction of all persons in this state between the ages of six and twenty years." This doctrine is so fundamental to the preservation of our democratic form of government that it is no longer to be argued in any form.

When the study is finished it will include the facts concerning elementary schools, high schools, the teachers' colleges and the university. It is hoped to complete the study in time to make it available for school boards and others interested in the facts, to secure such action as will prevent the schools of the state from irreparable injury. We believe that the people of the state of Missouri will recognize the justice of our claims, and out of our abundant wealth provide the necessary means for salaries to meet the higher cost of living. We do not believe that the parents of the Children of Missouri desire to have their children taught by poorly prepared and inadequately supported teachers.

II. Study of the Cost of Living

It is admitted by everyone that the cost of living has advanced by leaps and bounds during the last five years. It was stated by Bradstreet recently that for the month ending December, 1919, the cost of living had increased 131 per cent. This estimate was based upon ninety staple articles. The last figures available under the United States Department of Labor are those for September, 1919. Taking nine large items the figures here presented show an increase of 123 per cent in the cost of living. If we were to take two items out of that; food which is rated at 112 per cent, and clothing which is rated at 205 per cent, we have an average of 159 per cent in two of the most important items as they affect teachers' living. Almost any number of concrete items may be introduced to show that these facts are representative.

Some people who do not know history or economics either are arguing that this inflation will soon be at an end and will be followed by a very rapid decline of prices. It is only necessary to recall history to show conclusively that such is not the case. It was eight years after the Civil War before any considerable change in prices occurred. The panic of 1873 caused some difficulty but prices again came up in a short time. In fact, higher prices have followed every great war and there has never been a return to pre-war levels. No less an authority than Mr. Paul Warburg, until recently Chairman of the Federal Reserve Board, has stated that the world has moved to a new price level, which is about one hundred per cent higher than the pre-war level, perhaps never to return to a much lower standard. The plain fact is the greatest industrial crisis which has ever swept the world would immediately follow any rapid reduction of prices. This decline would affect vitally the value of all money, but especially all paper money which has been increased from seven billion to forty billion dollars during the war time. Moreover, the bonded indebtedness of the world has increased from forty billion to two hundred billion dollars during the war, and there are theoretically twenty million citizens in the United States who are holders of liberty bonds. Any rapid reduction in prices would still further complicate the economic situation. All food products and all wages would be engulfed in this mighty catastrophe. One

other item in the case—Before the war in the year 1913 the immigration to the United States was 1,387,000. During the war period it declined to about 100,000. In normal times about 200,000 return to Europe each year, leaving something like one million new citizens and workers for the United States. Thus for the war period we are short five million workers. Moreover, since the Armistice more than one million have returned to Europe and it is estimated that a million and a half more will go in another year. It is very evident that this is one of the main factors in our labor shortage, and consequently the increased cost in terms of wages of all forms of production. There is not the slightest possibility of making up this shortage for a long time. All these factors make it clearly evident that there can be no material reduction in prices very soon. Therefore it is only fair and equitable that teachers' salaries should be brought up to this new level to meet the new crisis of the moment. We might have refused to grant the increases to the railroad employees, but we didn't. We might have refused to grant increases to the various trades, but we didn't. If refusal is made to the school teachers then there will be no school teachers, and it is nonsense to take any other view of it.

III. Shortage of Teachers

Everybody knows there is a great shortage of teachers in the United States and has been for the past two years. The best authorities in the case, the Commissioner of Education and the president of the N. E. A., have estimated that we had a shortage of 50,000 teachers at the opening of the schools in September, 1919. This shortage alone was more than twice the number of graduates from all the public and private normals in the country for the preceding year. Moreover, it is estimated that more than 120,000 immature, inexperienced and untrained teachers were employed, making a real shortage of about 170,000 teachers from the standards of previous years. Apparently conditions will be worse for the year 1920-21 for all teacher-training institutions in the country, including the high schools, show a decrease in enrollment. For the country over the enrollment is about twenty-five per cent short. In the State of Missouri this figure is practically correct. There is no data to show exactly the actual number of schools in Missouri without teachers September 1, 1919, but we do know that to meet the shortage 1161 specials and 3848 third grade certificates were issued. It will be observed that this is a total of 5009 certificates at the low level of eighth grade accomplishment. This number shows an increase of 1271 over the previous year. If all the teachers now enrolled in the teachers' colleges of the state and the teacher-training courses in the high schools were to begin teaching this fall it would mean about one-half enough to make up for the vacancies which ought to be made by the displacement of these specials and third grade certificates. This is appalling when we remember for the year ending June, 1917, there was nearly a complete correlation between the number of vacancies and those trained at the high school level to fill the same—about 3000 in number in each case. In 1919 one-fourth of all of the new output from the various teachers' colleges went out of the state at about a thirty-five per cent increase over those who remained in the state. A great many others went out thru the teachers' agencies. A very careful estimate from the county superintendents and the teachers' agencies show conclusively that not more than one hundred teachers of all kinds came into the state to make up for the large number who went out. On February 13, 1920, the following telegram was received by one of the state teachers' colleges: "Kansas will need about nine hundred first class normal and college graduate teachers. Salaries from \$1000 to \$1800. How many can your school furnish? Lorraine Elizabeth Wooster, State Superintendent." This is nearly as many teachers as will be graduated from all of the teachers' colleges of the state in the year 1920. Moreover, when it is considered that recently the State of Kansas passed a law which enables school boards to add fifty per cent to teachers' salaries it makes a general crisis in Missouri school affairs unless we meet the competition. The various committees on recommendations in the institutions have pledged themselves to do all in their power to keep Missouri teachers at home, but unless Missouri finances are provided to meet the competition the fight must inevitably be a losing one.

IV. Salaries

For the year 1914-15 the salaries in Missouri were as follows:

	Ave. Annual Salary	Ave. Monthly Salary	Ave. Weekly Salary
Missouri	\$533.59	\$44.46	\$11.11
Elementary schools in Missouri	458.24	38.18	9.54
Rural school teachers in Missouri.....	329.16	23.32	6.33

For the year 1919-20 they were as follows:

Missouri Teachers	592.00	49.33	12.33
-------------------------	--------	-------	-------

Taking one hundred per cent as the basis on which salaries for 1920-21 should be met the following is the standard which ought to obtain:

Average Annual Salary	Average Monthly Salary	Average Weekly Salary
\$1067.18	\$88.92	\$22.22

The increase for this five year period has been practically 11 per cent, taking the state as a whole, whereas we have intimated the increased cost of living has been 123 per cent. The average weekly salary here mentioned is about \$24.00. If the school boards and the people of Missouri propose to do justice by these public servants these figures will need to be approximated for the next year. When we consider that the three large cities are not included in this average the figures are exceedingly modest.

The graphs which accompany this are intended to show in a more concrete way the facts mentioned above, and also to include the whole general story of Missouri teachers' salaries for the next year.

V. Wealth in the State of Missouri

After we have presented these figures the question naturally arises, Is the wealth of the state sufficient to meet these new demands? Has the wealth increased at the same rate as the cost of living? If this can be shown it seems to us that it is eminently fair for the teachers of the state to expect increases commensurate with the increase in the cost of living. The value of crops for the year 1919 as shown by the Secretary of the State Board of Agriculture is \$505,000,000.00. The average for the five year period from 1912 to 1916 as reported in the Year Book of the United States Department of Agriculture was \$233,212,000.00. It will be observed that the value of farm crops has more than doubled in this five year period. Indeed, the percentage of increase is quite in conformity with the increased cost of living. The present value of live stock in the state is approximately \$500,000,000.00. This value has doubled in five years. The Red Book of the Bureau of Labor Statistics of the State of Missouri for 1917 calls attention to the fact that Missouri has become a billion dollar manufacturing state. As a matter of fact, according to a leading metropolitan newspaper the city of St. Louis alone may now boast of being a billion dollar manufacturing city. Even a more cursory examination will show that these values have doubled, or more than doubled, in five years. A recent statement concerning the banks of the United States pointed out that the clearings for 1914 were \$155,245,000,000.00 and in 1919 the clearings were \$416,439,000,000.00. In the one case the per capita is \$156.00 and in the other \$387.00—an increase of a good deal more than one hundred per cent. In a general way the banks in Missouri in clearings and footings have kept pace with this marvelous development. Everyone who knows anything about it at all must admit that the value of farm lands has more than doubled in this five year period in most localities. Indeed, it is generally accepted that the wealth of the state and the nation in all respects has been doubled in the brief period of five years. Our contention is that the wealth of this state is abundant to compensate Missouri school teachers at a living wage. Indeed, it should be more than a living wage. It should be a wage which will command efficient service and self-respect.

VI. School Levies

Tax Rate for School Purposes

Rate	1st class		2nd class		3rd class	
	No.	%	No.	%	No.	%
50c to 95c on \$100 val.	17	5.9	14	12.5	44	28.5
\$1.00 on \$100 val.	128	44.	31	27.9	55	37.6
\$1.05-\$1.45 on \$100 val.	67	23.	38	34.2	29	18.8
\$1.50-\$1.95 on \$100 val.	61	21.	20	18.	17	11.
\$2.00 or over	4	1.8	5	4.4	2	1.3
No report	9	1.8	3	2.7	7	4.5
Total No. High Schools	285		111		154	

From the above table it is to be observed that only 5.9 per cent or 17 in number of the total of 286 first class high schools in the state do not levy the constitutional limit. 12.5 per cent or 14 in number of the 111 second class high schools in the state do not levy the constitutional limit. 28.5 per cent or 44 in number of the 154 third class high schools in the state do not levy the constitutional limit. The third class high schools have the larger percentage due to the fact that a number of consolidated schools are included in this and their constitutional limit is only sixty-five cents. From these facts it is evident that the cities and towns have been levying practically all the money possible under present conditions. It is true that probably more than four thousand rural schools do not levy the constitutional limit, which is sixty-five cents. In general these are the wealthier districts. About the same number of rural schools do levy the constitutional limit, and a large number of them receive state aid. In round numbers 500,000 children are now taught in schools which levy the constitutional limit and 135,000 children are taught in schools where the constitutional limit is not levied. 15,000 school teachers are employed in school districts where the constitutional limit has been reached and about 5,000 teach where the limit has not been reached.

VII. Salary Schedule

In a former paragraph it was pointed out that the increased cost of living is one hundred per cent or more for the five year period beginning with 1914-15. In order that the teachers of Missouri should be paid the same salaries as they were for the year 1914-15 the salaries for that year should be doubled. The following graphs present this problem concretely. The graphs include salaries of city superintendents, high school principals and high school teachers for the first class high schools and also the high school and grade teachers for the cities of Kansas City and St. Louis.

The commission on Emergency in Education of the National Educational Association had a critical study made of the salaries paid in 1918-19 by Dr. Evenden of Teachers College, Columbia University. The committee finds itself in substantial agreement with the salary schedules recommended by this report. However, the committee believes that since the cost of living has materially increased since the schedules were proposed they are probably too low, and therefore a good increase should be made to the schedule presented; especially would this be true in the very large cities.

Suggested Standards for Salary Schedules

Amt. of professional preparation	For cities over 25,000 population			For cities of less than 25,000 population		
	Min. Sal.	An. Inc.	Max. Sal.	Min. Sal.	An. Inc.	Max. Sal.
Teachers						
Normal Diploma	\$1200.00	6x100	\$1800	\$1000	6x100	\$1600
A.B. or B.S. Degree	1400	10x100	2400	1200	10x100	2200
A.M. Degree	1600	10x100	2600	1400	10x100	2400
Ph.D. Degree ...	2000	10x100	3000	1800	10x100	2800
Heads of Departments in Intermediate or High Schools						
Normal Diploma	1600	8x100	2400	1400	8x100	2200

A.B. or B.S. Degree	1800	10x100	2800	1600	10x100	2600
A.M. Degree	2000	10x100	3000	1800	10x100	2800
Ph.D. Degree	2400	10x100	3400	2200	10x100	3200

It will be noted that for cities over 25,000 in population the minimum for a teacher with a normal school diploma is \$1200 with annual increases for six years of \$100, making a maximum salary of \$1800. For cities of less than 25,000 population the minimum salary is \$1000 for teachers with a normal school diploma, with six annual increases of \$100, making the maximum salary \$1600. In the case of the Bachelor's Degree for the large cities the minimum is \$1400 with ten annual increments, making the maximum salary \$2400. For small cities the minimum salary is \$1200 with ten annual increments of \$100, making the maximum salary \$2200. It will be noted that the schedule here is made on a preparation which includes the completion of at least two years of college work. It is now generally recognized that this is the minimum preparation for a professional teacher, and very soon this basis with successful experience and tenure should furnish a basis for a scientific salary schedule. Missouri must prepare at the very earliest moment to put the teaching profession on the plane indicated as a standard by the National Educational Association.

The annual meeting of the State Teachers Association on November 8, 1919, adopted the following resolutions:

"We recognize the fact that it is imperative to set some tentative standards concerning the salaries of teachers for their guidance as well as for boards of education. Therefore, for the year 1920-21 we recommend the following, pending a more complete study of the problem:

- (a) High school graduates with professional training, \$600 per year.
- (b) Holders of life certificates granted by normal schools, teachers' colleges, with the equivalent of two years of college training, \$900 per year.
- (c) Graduates of colleges with professional training, \$1200 per year.
- (d) Teachers with experience who meet the above professional and academic requirements should contract at a rate not less than ten per cent more than the above minimum."

"The Committee on Salaries and Term of Office endorses this resolution and recommends to the teachers of the state that they contract in accordance with its provisions. In addition it makes recommendation as follows:

(a) Recognizing the high cost of living at the present time and the necessity on the part of teachers to advance professionally by taking summer session courses and extension courses, each of which involve considerable expense, the Committee recommends that no teacher in the State of Missouri contract for the year 1920-21 at a total annual salary of less than \$480; except that in districts where state aid is given, since the statutes of the state of Missouri provide for salaries of \$40 per month for third grade teachers, \$50 per month for second grade teachers and \$60 per month for first grade teachers, we are compelled to recognize these salaries as legal, tho we protest that they are totally inadequate and we recommend that the teachers of Missouri use every effort to secure in the next legislature the passage of a law raising these salaries.

(b) The Committee recommends that item "b" of the resolutions of the State Association quoted above be interpreted to include any teacher with professional training who has had sixty hours of work in any standard college. These teachers should be rated as having the equivalent of the teachers' college group holding life certificates, and should receive a minimum annual salary of \$900 per year.

(c) The Committee recommends that any teacher who has taught successfully for five or more years, and who has shown a disposition to advance professionally thru attendance at summer schools or by taking extension courses should be rated as having the equivalent of the Teachers' College group with the life certificate and should receive a total annual salary of not less than \$900 per year. Beginning with 1922-23 we recommend that in order to be rated in this Teachers' College group, teachers with five years' or more experience must have had at least thirty hours college work in regular session, summer session or by extension work.

(d) It is not possible to cover every case in detail in this preliminary statement. It is recommended that school boards should take into consideration the education, skill and teaching experience of teachers not specifically covered by this schedule.

VIII. Remedies

It is clearly evident that more money must be provided for the support of public education in Missouri. A little may be done by levying sums of money for building and repairs in addition to the constitutional limit for maintenance, but this will not do very much to meet the crisis. All the property of the state must be assessed at a higher level than it is at present. The committee made a study of several hundred actual sales of property in the state. At the present time farm property is assessed at about twenty per cent of its selling price and city property at about thirty per cent of its selling price, and all other forms of wealth are assessed very much below their actual value.

At a recent meeting of the State School Board Members at Jefferson City the following resolution was adopted: "That it is the sense of this convention that all school boards of the state should call upon the various county and city assessors, the county boards of equalization and the county courts to take the necessary steps to see that all taxable property in their respective counties is assessed.

And, that the local and state boards of equalization be requested to do all in their power to see that all assessable property in the state is assessed at its full value as provided by the constitution and the laws of the State of Missouri."

At the great Farmers' Meeting held recently in Columbia the following resolution was adopted by a rising vote: "The Farmers' Conference requests the State Board of Equalization of Missouri to make this year a just and legal equalization of property in Missouri, thus producing sufficient revenue to place the schools of the state on a sound basis, to pay more adequate salaries to teachers, and to give the children of Missouri educational opportunities equal to those afforded by the most progressive states of the Union."

The total assessed valuation for the State of Missouri for 1914-15 as reported by the superintendent in his report was \$1,785,913,334. The minimum amount of value to meet the new conditions would mean the doubling of this sum, or \$3,571,826,669. The total maintenance expense of schools for that same year was \$14,498,816. Likewise this sum needs to be doubled for the year 1920-21; not for the purpose of increasing teachers' salaries but merely for the purpose of getting them up to the pre-war level.

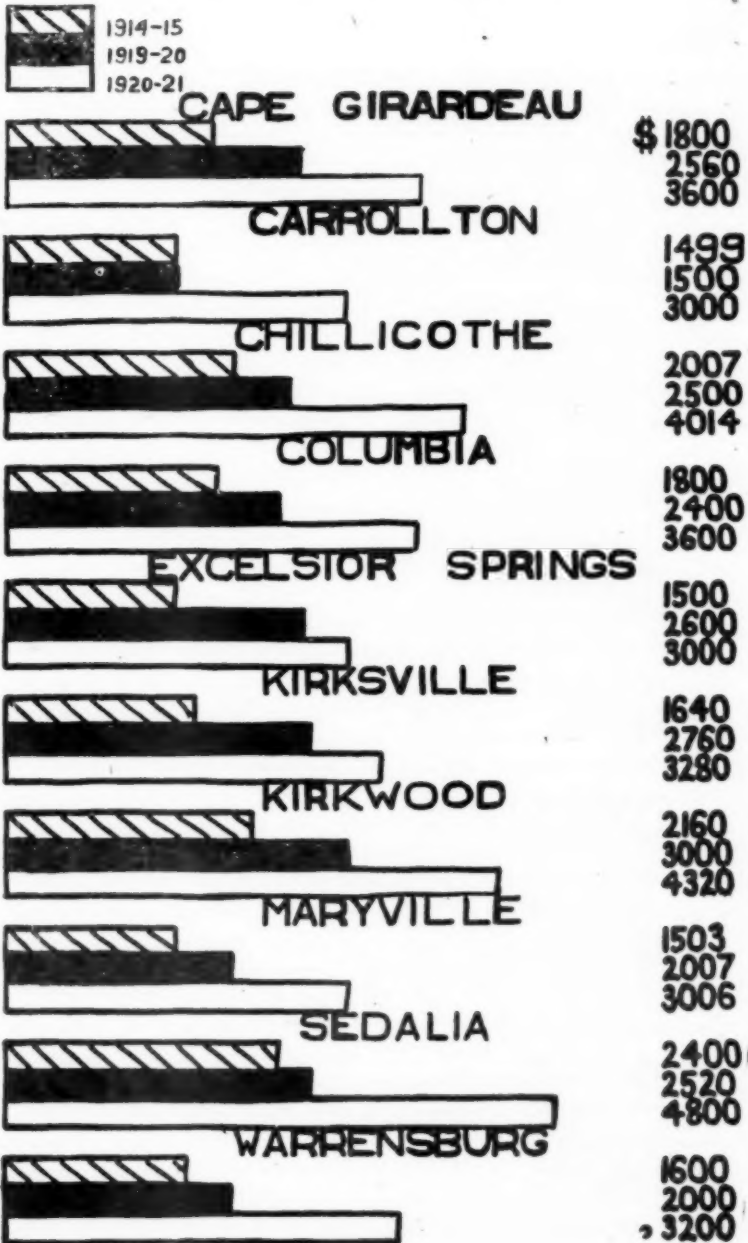
IX. Conclusions

The issue is clearly drawn. Missouri must make adequate provision for the maintenance of her schools or irreparable damage will be done. Indeed, already serious inefficiency is evident everywhere. It will take several years with wise management to gain that which has been lost. Following all wars it has been said that the schools and the school children have borne the burden for the payment of the tremendous cost in the prosecution of these conflicts. It would be the greatest tragedy and crime in American history if the present generation of school children should be forced to bear the burdens which come out of the great war for the freedom of humanity. No pittance or bagatelle or "back-door handout" of two or three or ten per cent will stem the tide. Indeed, to offer the teachers of the schools of Missouri a mere crumb would only aggravate the problem and invite disaster. To save the schools of Missouri teachers' salaries must be raised to a point "Where the men and women who prepare for the work can be happy in it, proud of it, free from constant worry, and have the ability to pay their share of the social and civic interests of the town. Then, and only then, will the work attract the men and women who can and should instruct the men and women of tomorrow."

Respectfully submitted,

C. A. PHILLIPS, Chairman, Warrensburg.
C. H. WILLIAMS, Secretary, Columbia.
BERT COOPER, Maryville.

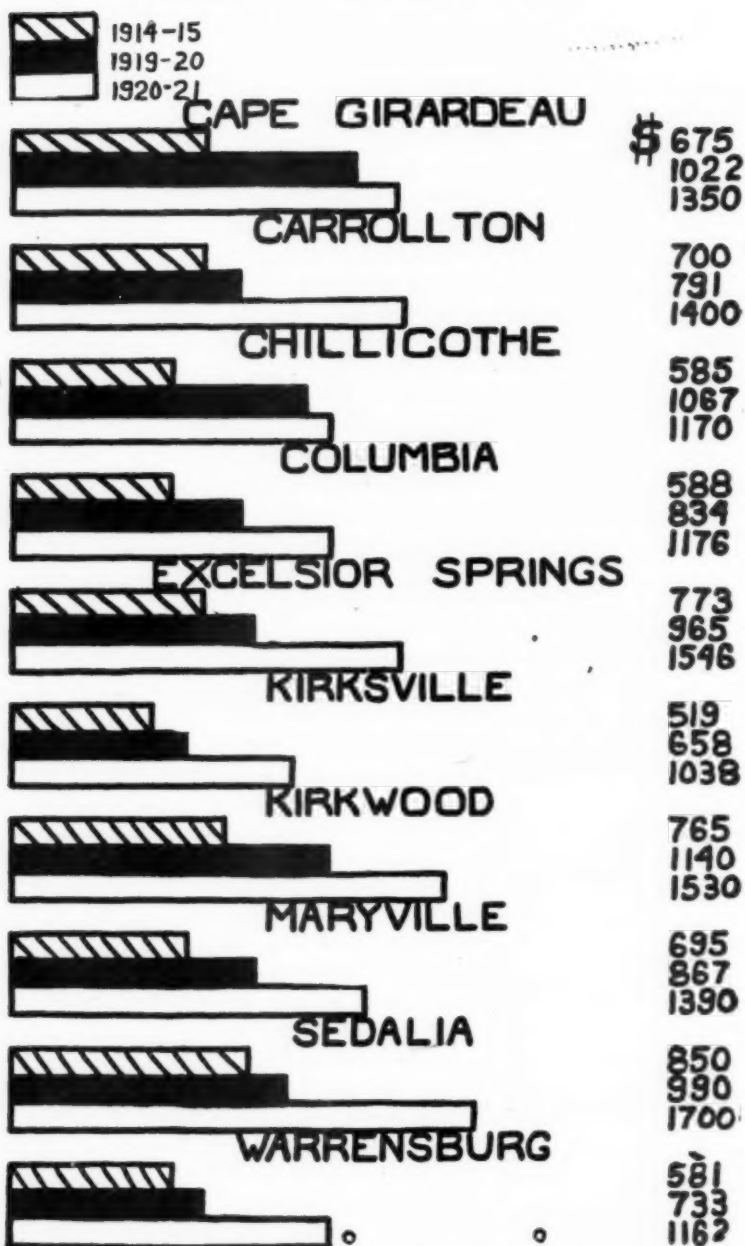
SALARIES OF MISSOURI TEACHERS SUPERINTENDENTS



The White Space shows the salaries recommended for 1920-21.

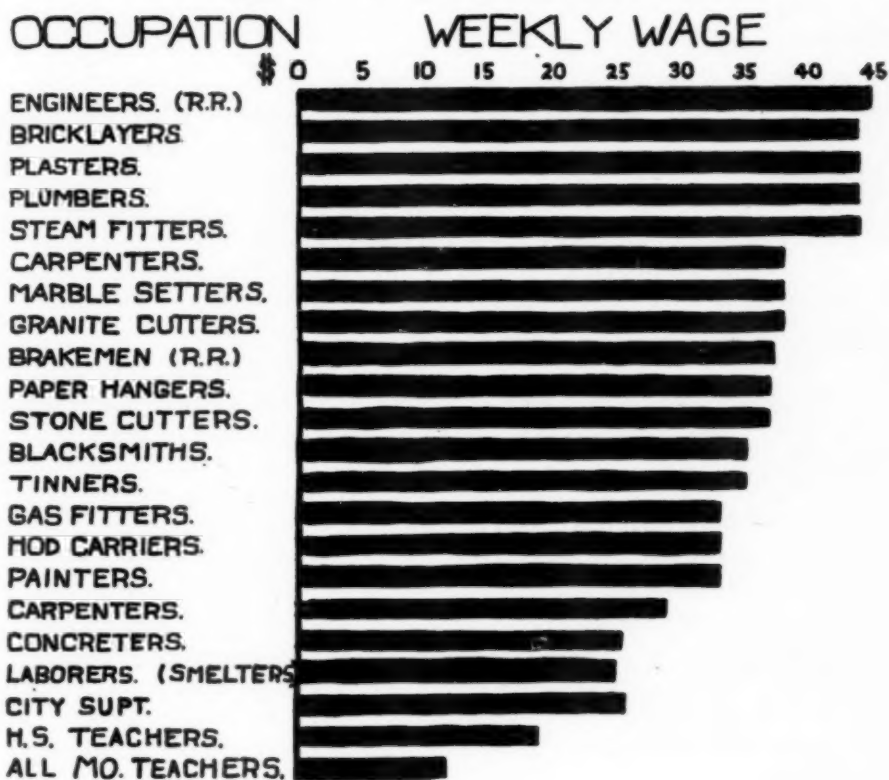
SALARIES OF MISSOURI TEACHERS

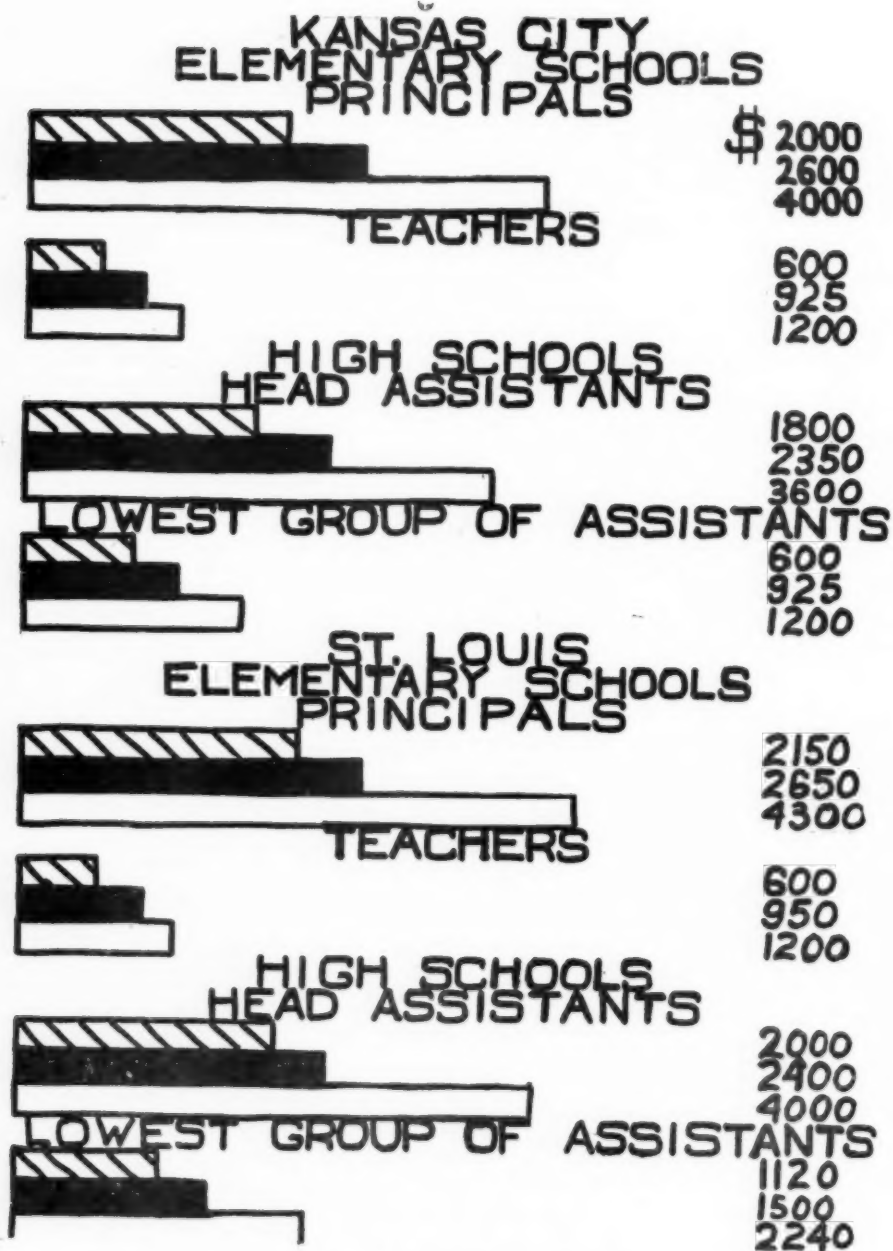
CLASS TEACHERS



The White Space shows what salaries should be for 1910-21.

TEACHERS SALARIES SOME COMPARISONS





The White Space shows the salaries recommended for 1920-21.

TEACHERS SALARIES IN MISSOURI
1914-15 SALARIES AND 1920-21 SALARIES IN TERMS OF
THE PURCHASING POWER OF THE 1915 DOLLAR
WEEKLY WAGE

SUPT.		\$23 ³⁶
M4-15	WEEKLY WAGE	46 ⁷²
M20-21		
PRIN.		
M4-15		19 ¹⁸
M20-21		38 ⁵⁰
H.S.		
M4-15		13 ⁸⁴
M20-21		27 ⁶⁸
ALL MO.		
M4-15		10 ²⁶
M20-21		20 ⁵²
ELE.		
M4-15		8 ⁸¹
M20-21		17 ⁶²
R.S.		
M4-15		6 ³³
M20-21		12 ⁶⁶

This table shows that it takes twice as many dollars in 1920-21 as in 1914-15 to purchase the same goods.

REPORT OF COMMITTEE ON LARGER SOURCES OF REVENUE

To the Executive Committee,

Missouri State Teachers' Association:

Your Committee on Larger Sources of Revenue submits the following report:

The Committee has considered the possibilities of relief in the present emergency as well as permanent provision for more adequate revenue.

I. For the School Year 1920-21

The investigations and reports of other committees show that the Missouri public school system is facing the most serious crisis in its history as a result of the inadequacy of school revenues under the present scale of prices. It is impossible for most of the school districts in the state to increase their revenues as they are already levying the maximum rate permitted by the State Constitution. Under these conditions the Committee sees no possibility of relief from the impending disaster except through an increase in the assessment of property subject to taxation for school purposes.

It is a well known fact that despite the statutory requirement for assessment at full value there is under assessment in all counties and in the majority of the counties the assessed value is much less than one-half of the real value. The State Board of Equalization, consisting of the Governor, Secretary of State, State Auditor, State Treasurer, and Attorney General, has full power over this matter. Last year this board fixed the total assessed value at nearly 20% in excess of that of the preceding year. Even with their increase, however, it still remains true that there is under assessment in all counties of the state.

It is the opinion of this Committee that the Executive Committee should take immediate steps to present an appeal to the State Board of Equalization for such an increase in the assessed valuation of property as will enable local school districts to secure sufficient funds to maintain their schools on at least their present standard.

This Committee does not indicate the per cent of increase needed as it believes that the data submitted by other committees will enable the Executive Committee to make the best decision regarding this question.

This Committee is of the opinion that the appeal should be made in an impressive manner either by enlisting a large and representative group of citizens to appear before the Board or by presenting petitions signed by large numbers of voters or by both of these methods. Immediate action is necessary as the Board will pass upon the assessment in the course of a few months and if possible the decision should be made before the school election in April.

While there are gross inequalities in the assessments of different counties the Committee believes it is undesirable to undertake to deal with this question at this time. It is not wise to do anything which will arouse the former differences among members of the Board. The appeal should be made on the single issue of an adequate increase in assessment for school purposes. This increase will of course affect taxation for state and for other local needs as well as school purposes. So far as the state is concerned the increase is needed for state purposes. As regards county and city purposes the people can reduce the tax rates so as to prevent increased revenue except where the latter is needed.

II. Permanent Provision for More Adequate Revenue

The Committee is of the opinion that the state should make a more liberal and certain provision for support of local public schools. The present arrangement, whereby one-third of all the general revenue of the state is set aside for public school purposes, does not provide an adequate amount though it frequently impairs the adequacy of the general revenue for the support of state departments and institutions. Education is one of the highest functions of the state and the state should contribute to its support in a generous manner so as to make up for the deficiencies in local revenue in less favored districts and counties.

On the the other hand the general revenue of the state should be adequate to meet the constantly increasing demands made upon it. These demands are due not only to the needs of state institutions but to the active participation of the federal government in promoting agriculture, good roads, and various phases of education in cooperation with the states. The federal government usually requires a state to appropriate an equal amount in order to secure the federal appropriation. On more than one occasion this plan of matching dollars has proven embarrassing because of deficiencies in the state revenue. If the Smith-Towner Bill becomes a law Missouri will be called upon to appropriate more than one and one-half millions of dollars or lose that amount of federal money for education. It would be difficult, if not impossible, to provide this amount from existing sources of state revenue.

Your Committee recommends that the next General Assembly shall be requested to submit a constitutional amendment providing for a state tax for public school purposes. The Committee does not recommend any specific rate as it feels that the Executive Committee is in the best position to determine this question.

The constitutional amendment should contain a provision repealing that part of section 7 of article XI of the Constitution which requires that at least 25 per cent of the state revenue shall be appropriated for public schools.

All of which is respectfully submitted.

ISIDOR LOEB, Chairman.

Professor R. S. Douglass and Superintendent John W. Withers, the other members of this committee, have approved the above report.

THE EDUCATIONAL SITUATION IN MISSOURI

A Crisis in Education—Education in Missouri is facing a crisis. There is a shortage of trained and competent teachers, salaries are too low to attract and hold efficient teachers, and as a result standards of work in schools are being lowered rapidly and in two or three years, all the progress of the last quarter of a century will be lost. The morale of the whole educational system is disturbed. Unless relief is found for next year, large numbers of our best teachers will enter more lucrative work or migrate to other states where salaries are higher.

Cost of Living and Salaries—Many Boards of Directors believe they are paying better salaries than ever before and truly teachers ARE RECEIVING MORE DOLLARS per year than ever before, yet these dollars have less than one-half the purchasing power of dollars before the war. A teacher who received \$60 per month in 1914 should now receive \$130 per month in order to be able to have the same necessities and comforts of life. In most cases, salary advances instead of being 120%, have been only 15% to 30%. HENCE TEACHERS IN MISSOURI IN GENERAL ARE RECEIVING FOR THEIR SERVICES ONLY TWO-THIRDS AS MUCH REAL MONEY (PUCHASING VALUE) AS IN 1914. The per cent of increase in cost of living has been three to six times as great as the per cent of increase in salaries. Many articles of clothing cost twice or in some instances, three times as much as in 1914. In 1914, \$2 to \$3 per week was a common price for board in the rural districts. The price is now generally \$4 to \$7 per week and the majority of rural

teachers are paying \$5 or more. The increase in salaries in many cases has not been equal to the increase in the cost of board, and in fact there are communities that HAVE NOT ADVANCED THE SALARIES OF TEACHERS, BUT HAVE ADVANCED THE PRICE OF BOARD.

Under these conditions is it any wonder that the following alarming condition as to certificates exists?

Kind of Certificates—Table showing the number of positions exclusive of St. Louis, Kansas City, and St. Joseph, now filled by teachers holding each of the following kinds of certificates:

a.	County Special (issued to fill vacancies)	1,161
b.	Third Grade	3,848
c.	Second Grade	4,447
d.	First Grade	1,977
e.	Rural Certificates	208
f.	Teacher Training Certificates	1,024
g.	Regents' Certificates	658
h.	Sixty Hour Diplomas	981
i.	Ninety Hour Diplomas	702
j.	Teachers' College Degrees (A.B. or B.S.).....	429
k.	Life State Certificates	463
l.	Five Year State Certificates	240
m.	Three Year State Certificates	121
n.	Special State Certificates	189
Total		16,448

Only the certificates in groups "h" to "n" represent two or more years of training beyond the High School. THUS IT IS SEEN THAT ONLY 3,125 TEACHERS IN THE STATE, EXCLUSIVE OF THE TEACHERS IN THE THREE LARGEST CITIES HAVE HAD TWO OR MORE YEARS OF TRAINING BEYOND THE HIGH SCHOOL. The larger cities and the best school systems throughout the entire country are demanding for their children, teachers who have had at least two years of normal school training and some cities are demanding three or four years of such training. It is to be regretted that outside of the three largest cities, only 20% of the teachers in Missouri have had two or more years of normal school training. There is an actual shortage of more than 40,000 teachers in the United States today, and 70,000 places are filled by teachers acknowledged to be incompetent. Therefore, if salaries in Missouri are not increased from 50 to 75% next year, Missouri will lose from one-fourth to one-half of her best trained teachers. Every successful teacher who holds a 60-hour Diploma from a State Teachers College can secure in other states (if not in Missouri) from \$1,000 to \$1,200 per year. Does Missouri want to keep these trained teachers or does she prefer to increase the number of special and third grade certificates? We now have in the state over 5,000 of these untrained teachers or more than one-half of all the rural teachers. Note the following salaries in Missouri:

Salaries of Rural and Grade Teachers Only

(Compiled by Committee on Salaries)

	Rural Teachers 1 and 2 rooms only			Elementary Teachers City, Village and Town Schools			Total
	Men	Women	Total	Men	Women	Total	
Less than \$200	16	69	85
\$200 to \$299	76	477	553	1	8	9	9
\$300 to \$399	375	1,737	2,112	5	91	96	96
\$400 to \$499	536	3,153	3,689	24	818	842	842
\$500 to \$599	72	1,481	1,553	30	1,188	1,218	1,218
\$600 to \$699	224	895	1,119	58	805	863	863
\$700 to \$799	47	153	200	15	201	216	216
\$800 to \$899	59	62	121	19	119	138	138
\$900 to \$999	5	7	12	29	85	114	114
\$1,000 to \$1,099 ...	8	6	14	25	86	111	111
\$1,100 or more	3	4	7	26	35	61	61
Total.....	1,421	8,044	9,465	232	3,436	3,668	3,668

Does not include high school teachers nor teachers in the three large cities.

The salaries in the table above have been carefully compiled by the County Superintendents. It is the first time that statistics have been gathered in this state in such a form as to show the actual salaries of rural teachers without the confusion of rural salaries with those of town teachers and principals. This table reveals an alarming condition.

Consider the fact that 67% of the rural teachers of Missouri receive less than \$500 per year. The average cost of living for a rural teacher for one year (52 weeks) is at least \$520; the cost of living in the villages and small towns is from \$650 to \$750. Then it is evident that two out of three of the teachers in the elementary grades and in rural schools of Missouri are teaching for less than a living wage. In the majority of rural communities in Missouri, farm hands are receiving as large an annual wage as are teachers and in addition are given their board or a cottage with rent free and certain other concessions equivalent to ten or twenty dollars per month, so that farm hands are far better paid than rural teachers.

From the above table it is seen that only twenty-one teachers in the rural schools receive \$1,000 or more. Only 172 village and city teachers in the elementary grades receive \$1,000 or more. Many of the leading professions now require four years of special training. The best school systems are demanding teachers who have had at least two years of special training beyond the high school course. Are not the rural children and the children in the small towns and medium-sized cities entitled to as good teachers as the children of large cities? The rural children are not getting the good teachers, but they are being forced to take the 5,000 special and third grade certificate people. Is this "A Square Deal" for the children?

Good Salaries in Other States—What are the other states doing? The Baltimore County, Maryland, Board of Education has made a salary schedule for rural teachers for 1920-21. According to this schedule no teacher in the rural schools in that county will teach next year for less than \$1,100 and many of them will receive \$1,500. Several western states are paying their rural teachers \$800 to \$1,200

per year. Are not the rural children of Missouri as good as those of Maryland and California? Are they not entitled to as good teachers? Hundreds of cities of less than 25,000 population are making salary schedules for 1920-21, paying elementary teachers from \$1,000 to \$1,600 per year and many large cities are fixing their schedule at \$1,200 to \$1,800 for elementary teachers (high school teachers are paid higher salaries than these.)

The annual expenditure per pupil for education in Montana is \$86.36, in California \$78.17, in Arizona \$77.85, in Nevada \$76.26, but Missouri expends only the small sum of \$36.89 per pupil. These figures are based on the 1915-16 expenditures. Did we have 1918-19 figures, the difference would be more striking as the western states have been making very rapid advances during the past four years. How can Missouri expect to hold her good teachers against this competition from other states and against the lure of the business world? A few days ago a superintendent of schools who is receiving \$2,400 per year, announced to his board that he would leave teaching work at the end of this year and begin farming. Other teachers, both men and women, are entering the business world.

Iowa spends annually \$52.15 per pupils; Kansas, \$49.40, and permits a possible increase of 50% next year.

In Town B, the teacher of vocational agriculture is paid \$2,000 per year, but the teacher of English, a better trained and a more skillful teacher of wider experience, is paid \$900. Is this right? Is it just? The TEACHER OF AGRICULTURE is NOT PAID TOO MUCH, but the TEACHER OF ENGLISH and other academic subjects is PAID TOO LITTLE. The state now has officially said that a well trained teacher of agriculture is worth \$150 to \$200 per month, therefore, an equally well trained teacher in any other high school is worth \$150 to \$200. We accept the standards set by the state.

Missouri Able to Pay—Is Missouri financially able to pay adequate salaries to her teachers? Indeed she is. Missouri ranks seventh in wealth, fifth in agriculture, third in hogs and corn, second in mules, first in poultry, first in purebred stock, and first in lead and zinc, but thirty-second in education. Last year Missouri was actually thirty-third in the amount of expenditure per pupil for the education of her children. At least two other states will pass Missouri next year unless she makes a large increase in her school expenditures. Does Missouri want to be thirty-sixth in education? Since Missouri boasts that she has passed the billion dollar mark in manufacturing, and also in agriculture, low salaries and untrained teachers in Missouri are not due to the lack of ability to secure better, but it is due to the unjust restrictions upon educational progress found in our state Constitution and in our statutes. However, we believe that "Where there's a will there's a way."

Increased Assessed Valuation Necessary and Just. We have faith in the goodness of the people. We believe that the people of Missouri sincerely desire the very best schools for their children. Good schools and good teachers cost money. Thoroughbred stock is more expensive than "scrub" stock, but it is more profitable in the long run. Adequate salaries for Missouri teachers can be secured only by IN-

CREASED RATES OF LEVY and by INCREASED ASSESSED VALUATION. Both methods are absolutely necessary to prevent an educational breakdown in the state. The majority of the districts are now levying their limit for school purposes and could levy only a small additional amount for repairs and incidentals. In 5,000 school districts this additional levy would not bring adequate relief. In all such districts increased assessed valuation is the only means of relief. FARM LANDS IN MISSOURI HAVE INCREASED IN VALUE 50 to 100% IN THE PAST FEW YEARS. THIS INCREASE IN VALUES HAS NOT YET BEEN RECORDED ON THE ASSESSOR'S BOOKS. ALL FAIR-MINDED CITIZENS BELIEVE THAT THIS INCREASE IN VALUES SHOULD APPEAR IN THE ASSESSED VALUE OF THE STATE.

Progressive Resolution—We are glad to note that 2,000 farmers attending Farmers' Week at an evening session at Columbia, Missouri, by a rising vote passed the following resolution:

"The Farmers' Conference requests the State Board of Equalization of Missouri to make this year a just and legal evaluation of property in Missouri, thus producing sufficient revenue to place the schools of the state on a sound basis, to pay more adequate salaries to teachers, and to give to the children of Missouri educational opportunities equal to those afforded by the most progressive states of the Union."

The same resolution had been adopted by the Independent League of Women Voters the week before. The State Federation of Women's Clubs has also endorsed the movement for better schools. Every progressive organization in Missouri can afford to approve a similar resolution. The action of these two bodies shows clearly what the progressive citizens of the State think.

The future of education in Missouri, the welfare of the children of the state, and the progress of the state is in the hands of the State Board of Equalization. "SAVE MISSOURI" is our plea. "MISSOURI TO THE FRONT" is our slogan.

Be a soldier, not a slacker
Be a booster, not a knocker
Be an actor, not a talker.

Very respectfully,

H. L. ROBERTS, Chairman
GEORGE MELCHER,
LYDIA MONTGOMERY,
ELIZABETH BUCHANAN,
LIZZIE L. WHITE,
P. P. CALLAWAY,
A. L. THRELKELD,

Executive Committee of Missouri State Teachers' Association.

REPORT OF LEGISLATIVE COMMITTEE

Legislative Program

On the recommendation of the Chairman of the Legislative Committee, the Executive Committee at its meeting in Kansas City on November 22nd, authorized and instructed the Legislative Committee to formulate and submit a Legislative Program for the Association.

In the preparation of this program we were authorized to seek the co-operation and assistance of all teachers, individuals, and organizations known to be in sympathy with our aims to secure better school conditions. We hope with your assistance to formulate a sane, constructive program that will command the respect and support of all fair-minded people. We believe that we can not afford to wait for a new state constitution. The present crisis in education in this state is conclusive evidence that we have waited too long. Likewise the time for half hearted compromise measures has passed. Patch work and make-shift legislation will not answer the purpose. We should now demand such constructive revision of our state school system as will place Missouri in the first rank.

In order to give each community association and each friend of education an opportunity to assist in the preparation of our legislative program, we have prepared this little bulletin. It consists of two parts:

- (a) A brief statement of the problems as your committee now sees them.
- (b) A blank form to be filled out by the association, organization, or individual.

Please study the program carefully. If you have organized your community association, make the consideration of this program a special order of business at your next meeting, and report to the Secretary on Part I, page 23. If you are not as yet a member of any community association, fill out Part II as an individual. Record your decisions and recommendations carefully and in full as indicated in Part II and mail your answer to E. M. Carter, Secretary, Columbia, Missouri, not later than April 15, 1920.

Legislative Program

We are confronted with two related but distinct problems:

- I. What can and should be done to increase the school revenues for the school year ending June 30, 1921?

This problem can be answered in a single sentence. The only possible way to increase materially the school revenue is to increase the assessed valuation of property. No Constitutional Amendment that might be adopted next fall and no action of the General Assembly in 1921 can materially affect the revenue for next year. We must, if possible, secure an increased assessment. The committees and officers of the Association are at work on this problem. We hope to convince the members of the State Board of Equalization that, in this emergency, it is their duty to make such an increase in assessed valuations as will save the situation next year. The movement to secure an increased assessment is meeting with a most favorable response. **Secure as many signatures to the petition as possible.**

- II. What can we do to make sure of adequate school revenue and efficient administration for the school year of 1921-22 and all the years to follow?

There is, we believe, but little difference of opinion among us concerning the essential things to be done. By the adoption of the report of the Committee on Resolutions, the State Teachers' Association at the St. Louis meeting definitely committed us to the following:

1. A state-wide campaign in support of the amendment allowing rural schools to vote \$1 for school purposes.
2. A minimum wage law.
3. A physical education law.
4. The county unit.
5. The abolition of the Third Grade Certificate.
6. We are pledged to work and vote for only such candidates for Governor, Attorney General, State Auditor, State Treasurer, and

Secretary of State as will commit themselves unqualifiedly to a full assessment of all the property of the state.

As above stated, our most important and most difficult problem is that of securing adequate school revenue. There are three possible methods.

1. Increasing the assessed valuation of property. If property was assessed at its true value, as the law requires, and the rates for school purposes left as they are, most districts could vote sufficient funds to maintain a good school. This method of increasing the valuation is really in the hands of the State Board of Equalization, and a new board will be elected next fall.

2. By increasing the local tax rate. If we can carry the amendment allowing rural districts to vote \$1, it will solve the problem for many rural districts, but not for all of them. It will not, however, solve the problem for any city districts.

3. By levying a state-wide tax for school purposes. This would require an amendment to the State Constitution. This tax should be sufficient in amount to relieve the general revenue of the one-third that now goes to the public schools. Your committee strongly advises this method of permanently solving the problems of school revenue. There are many arguments in favor of this plan; among them the following:

a. Education is a state function. To tax all the wealth of the state for the education of all the people of the state is eminently just and equitable.

b. Our state has, as a whole, never contributed as much as it should to the support of the schools.

c. This plan will tend to equalize the burden of support—a much needed reform in our state.

d. It will, in a measure at least, catch the slackers and tax dodgers in the wealthy districts.

e. By relieving the general revenue of the one-third that now goes to the schools, the state will have sufficient funds properly to support its educational institutions and meet other legitimate governmental expenses.

f. It will enable the state to meet the demand for vocational education and to match the Federal grant as provided in the Smith-Hughes Act.

g. If, as now seems quite probable, the Smith-Towner Bill becomes a law we shall be able in part at least to participate in the benefits of the act.

h. This plan would have a strong tendency to equalize the assessed valuation in different parts of the state. The plan as adopted would work somewhat as follows:

The Fiftieth General Assembly appropriated one-third of the ordinary receipts for all school purposes.* This amounted to \$2,946,538 for two years or \$1,473,269 for one year. Based on an estimate of assessed valuation of \$2,250,000,000, a state tax of 25c on the hundred dollars (and this is the least rate that can be considered) would yield \$5,625,000 a year or \$4,151,731 more than the schools now receive.

Administrative Problems

As above stated our first and most important problem is to secure adequate school revenue. Adequate revenue is alone no sufficient guarantee of good schools. The school revenue must be expended wisely and economically, and this means thoroughly efficient school administration. Our people will never willingly tax themselves for schools or other purposes when they know that much of the money will be wasted. Public education is a business proposition. The administration of the state school system is the largest and most important business enterprise in the state. Either directly or indirectly it affects every person in the state. If we would have good schools we must have thoroughly efficient supervision and administration.

In Missouri the State Board of Education consists of the Governor, Attorney General, Secretary of State, and the State Superintendent of Schools.

It is entirely ex officio, that is, the right to serve on the board exists because of their holding some other office. The members are elected with little or no reference to their qualifications as members of the state board. The entire board is subject to change once in four years.

There are serious objections to an ex officio state board of education; among them the following:

1. It is exceedingly difficult for such members to look upon questions of school policy with an eye single to efficiency. They are necessarily active in politics and often have further political ambitions. They are rarely courageous leaders in matters of educational betterment.

2. Their interests are not so much in question of educational policy as in the duties of the office they have been elected to fill and for the performance of whose functions they are primarily responsible.

3. Their time is fully occupied with the duties of their respective offices and little or no time is left for school affairs.

4. The ex officio board has been found unsatisfactory in all the states where it has been tried. In the very nature of the case, such a board can not function properly. Ours is no exception.

The administrative weaknesses are by no means confined to the State Board of Education. Our entire administrative plan is weak; our rural school administration is especially weak, and is a source of great loss and waste. Last year there were 1,012 districts with an average attendance of fewer than ten pupils—a sheer waste of \$253,000. There were 1,935 districts with an average attendance of from ten to fifteen—a waste of \$222,500. Add to this the money paid to the thoroughly incompetent teachers and the money paid to the teachers who were forced to work under conditions that were absolutely prohibitive of good work, and the result is a waste that is appalling. We must stop this waste:

Nor is this all; we are wasting our most priceless possessions, the **genius of our country boys and girls.**

From the point of view of offering any adequate high school instruction, our present administrative plan is a hopeless failure. We must provide rural high schools. The County Unit Bill is designed to correct these and many other weaknesses in the administration of the rural schools. These facts should be kept in mind in formulating your program.

When we come to put the program in final form we shall be guided by your judgment as recorded on pp 23 or 24 of this Bulletin. In due time you will be given an opportunity to help work out the details and formulate the bills if you care to do so. In any event you will be given the opportunity to criticize and pass judgment upon the program in its final form.

Very truly yours,

DR. JAMES STEWART
EUGENE FAIR
MISS GENEVIEVE TURK
GUY H. CAPPS
M. B. VAUGHN
J. F. BOTTS
C. E. BURTON
J. D. ELLIFF, Chairman

REFERENDUM LEGISLATIVE PROGRAM, PART I.

Note. Use this side for Community Association or other organization. Give the number voting for and against each proposition. Use the other side when filled out by an individual. Fill out carefully and in full. Detach and mail to E. M. Carter, Columbia, Missouri.

Place Date 1920

Name of association, school or other organization answering.....

..... Name of president.....

.....Name of secretary.....

.....No. members

Shall we stand by the resolutions adopted by the State Association at the St. Louis Meeting:

1. A state-wide campaign in support of the amendment allowing rural schools to vote \$1.00 for school purposes? Yes..... No.....

2. A minimum wage law? Yes..... No

3. A physical education law? Yes..... No

4. The county unit? Yes..... No

5. The abolition the third grade certificate? Yes..... No.....

6. Pledge ourselves to work and vote for only such members of the State Board of Equalization as will pledge themselves to equalize property at its full value? Yes..... No.....

7. Do you believe in a state tax for school purposes? Yes No.....

8. Shall we submit by petition this year a constitutional amendment providing for a state wide school tax of 25 cents on the hundred dollars as explained on p. 21? Yes..... No.....

9. Do you believe in an appointive State Board of Education? Yes..... No.....

10. Shall we submit by petition this year a constitutional amendment providing for a modern appointive State Board of Education, removed from politics and safeguarded against periodical and political changes, with power to select the state superintendent of schools? Yes No.....

11. In the preparation of the county unit bill, shall we incorporate such provisions as will correct the administrative weaknesses mentioned in part I. of this bulletin? (See copy of House Bill No. 871): Yes..... No.....

12. Shall we ask for a revision of the state aid laws that will compel every district receiving any special state aid to vote the maximum tax levy allowed by the constitution? Yes..... No.....

13. What additional measures, if any, shall we include in our program?.....

14. Are you really and willing to do real team work; that is may we count upon your unqualified support of our program when formulated in conformity with the judgment of a majority of the teachers? Yes No.....

REFERENDUM LEGISLATIVE PROGRAM, PART II.

Note. Use this side for individual answers.

Date.....1920.

NamePost Office.....

Occupation.....

Shall we stand by the resolutions adopted by the State Association at the St. Louis meeting:

1. A state-wide campaign in support of the amendment allowing rural schools to vote \$1.00 for school purposes? Yes.....
No.....

2. A minimum wage law? Yes..... No.....

3. A physical education law? Yes..... No.....

4. The county unit? Yes..... No.....

5. The abolition of the third grade certificate? Yes.....
No.....

6. Pledge ourselves to work and vote for only such members of the State Board of Equalization as will pledge themselves to equalize property at its full value? Yes..... No.....

7. Do you believe in a state tax for school purposes?
Yes..... No.....

8. Shall we submit by petition this year a constitutional amendment providing for a state-wide school tax of 25 cents on the hundred dollars as explained on p. 21? Yes..... No.....

9. Do you believe in an appointive State Board of Education?
Yes..... No.....

10. Shall we submit by petition this year a constitutional amendment providing for a modern appointive State Board of Education, removed from politics and safeguarded against periodical and political changes, with power to select the state superintendent of schools?
Yes..... No.....

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Yes..... No.....

12. Shall we ask for a revision of the state aid laws that will compel every district receiving any special state aid to vote the maximum tax levy allowed by the constitution? Yes..... No.....

13. What additional measures, if any, shall we include in our program?

14. Are you ready and willing to do real team work; that is, may we count upon your unqualified support of our program when formulated in conformity with the judgment of a majority of the teachers? Yes..... No.....

(Please fill out, detach and mail to E. M. Carter, Secretary,
Columbia, Mo., on or before April 15.)

Please fill out, tear off and mail to E. M. Carter, Secretary, Mo., on or before April 15.

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THE SCHOOL AND COMMUNITY

SUCCESSOR TO THE BULLETIN

Published monthly by the Missouri State Teachers Association

COLUMBIA, MO.

Man - Making

We all are blind until we see
That, in the human plan.
Nothing is worth the making if
It does not make the man.

Why build these cities glorious
If man unbuilted goes?
In vain we build the world unless
The builder also grows.

Edwin Markham in *January Nautilus*.

VOL. VI

JULY, 1920

NO. 3

THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to
THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. VI

JULY, 1920

NO. 3

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Change of Address—If you have your address changed give old as well as new address.

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EDITORIAL

SALUTATORY

THE SCHOOL AND COMMUNITY comes to you because you are a member of the State Teachers' Association. It is an enterprise that belongs exclusively to you and the other teachers of the State. It is issued in obedience to your will as expressed in Article VI, section 6, of the Constitution adopted in St. Louis on November 8, 1920. It represents one of the latest efforts of the teachers' organization towards the upbuilding of their profession, the betterment of their material and social condition, the enlivening of their general interest in educational advancement, and the making of a greater Missouri—a greater people.

Its spirit and aim are expressed in the poem on the title page. Its editorials may have a great deal to say about salaries. They may talk about better equipment; they may emphasize the need of higher taxes for school purposes and a larger expenditure of money for education, but always with the future citizen in mind, the boy and girl at heart and the general welfare as the supreme aim; just as a short time ago we talked very much about munition plants, food conservation, money for the building of Y. M. C. A. huts, money for Red Cross hospitals, money for liberty bonds and money for thrift stamps until those who saw only the surface might have accused us of having mean and low ideals; but back of all this talk about money lay the heart of love for the boys in the trenches, and beneath and supporting it all was the devotion to a great cause, a sublime principle, for the humanity of all nations and of all time.

THE SCHOOL AND COMMUNITY belongs to more than 14000 of Missouri's teachers; we want to take into our partnership the 6000 others that are not now members of the State Association to work with us for the good of each and for the common good.

The Missouri State Teachers' Association is the most powerful agency in the state for the promotion of the welfare of teachers. No other organization can pro-

**Missouri State
Teachers'
Association**

tect the teachers' interests and insure the development of the profession. The Association always centers its efforts

upon the paramount needs of the profession. In recent months, in season and out of season, it has conducted a publicity campaign for increased salaries. As a result of this campaign teachers are being given the largest salary increases in the history of the state. Many increases amount to 50 and 60%. Every teacher in the state has been directly or indirectly helped by the work of the Association. Over 75% of the teachers of the state now belong to the Association. Every teacher should belong. Every teacher reaps the benefits of the work of the Association. Before November, 1920, we should have more than 20,000 members in the Missouri State Teachers' Association. The organization has been the first agency to increase your salaries from \$100 to \$500 and should receive your hearty support.

The Association is interested also in improving the conditions under which teachers work, in securing better living conditions and better social recognition for teachers.

However, the material rewards of teachers are in reality of secondary importance. It is to be regretted that the teachers, rather than the public, have been forced to conduct a campaign for better remuneration for teachers. Much energy of the Association and much time of its officers have been devoted during the past few months to the material interests of the teachers. On the other hand, one of the great primary aims of the Association is the development of the profession of teaching,—a profession equal in rank and

dignity to that of any of the learned professions,—a profession with the highest of ethical and professional standards, with the noblest ideals of unselfish social services, and with the keenest sense of duty and social obligation,—a profession whose members secure their greatest joy in the services that they render and not in the remuneration they receive,—a profession with its members as well trained as the members of the medical, of the legal, and of other standard professions.

Another great aim of the Association is the improvement of the public school system. Every true teacher has a missionary spirit and desires to secure better opportunities for children. The true teacher believes in child welfare. Since Missouri now ranks 34th in education, it is necessary that we have better school laws. A great aim of the Association is to get solidly behind strong remedial school laws next winter. The Association is now co-operating in the movement for a New Constitution for the state of Missouri. With 20,000 teachers well organized the cause of public education can be presented to the people, wise educational provisions can be secured in the New Constitution, and improved school laws can be enacted through the General Assembly during the winter of 1921.

The new organization of the State Association is democratic. The humblest teacher has as much voice in its counsels as any one. The Association believes in liberty, fraternity, and equality. No true teacher will remain out of the Association as now constituted. With its present organization and a membership of 20,000 in the course of a few years, teaching may be made a real profession in Missouri and the state gradually climb in its rank from 34th until it stands near the top. Why not Missouri first in education instead of Montana?

G. M.

The New State Constitution:

The New Constitution Association has been reorganized and now has a secretary giving his time to the work. He is Mr. Ledbetter, formerly editor of the Republic. A large number of active business and professional men have consented to the use of their names in the roster of officers and sponsors. Several women who have interested themselves in public matters are giving thought and time to the subject.

The Secretary is forming local organizations in each county to cooperate with the general body, and an effort will be made to further the election to state office and legislature of those who express willingness to work for the New Constitution. As this is in accord with the declared policy of the M. S. T. A. it is expected that the teachers will give active support to the movement and do all they can to influence voters to be with them.

The two last legislatures have refused to submit to the voters a referendum as to whether a constitutional convention should be called, chiefly because no provision could be devised making the Convention non-partisan. To meet this difficulty it is proposed to submit under the initiative an amendment to the amending section of the present constitution. Amongst other things it will aim to render the next convention non-partisan. It will increase the number of delegates by adding fifteen from the state at large and it will cause a vote to be taken in August, 1921, to determine whether a convention shall be called.

It is believed that women will have the ballot in November and that they will influence the result sufficiently to enable an amendment to be adopted on its merits.

Teachers will no doubt render great assistance in circulating these initiative petitions. After these are signed and filed the work will only be begun. Creating senti-

ment in its favor and securing votes for the amendment will give room for public service of distinguished merit.

Many circumstances are conspiring to make this a peculiarly fortunate time to launch the work for an up-to-date Constitution. Not the least of these is the dire need for aid that the schools are experiencing. The rewards held out by business tempts so many teachers to leave their work that the public is beginning to realize the nature of the emergency confronting it. All things taken together seem to indicate that opportunity is knocking at the door. Shall we not open to her and receive her with open arms?

WM. P. EVANS,
Former State Supt. of
Public Schools.

The assessed value of property in Missouri is largely determined by the local assessors. What can now be done to increase assessed values? The friends of education should confer with local, county, and township assessors and urge higher assessed values. The state no longer needs higher assessed values for the purpose of securing state revenue.

More Money For Schools

However, irrefutable evidence has been gathered showing that property in Missouri on the average is assessed at less than one-third of its cash sale value. Large tracts of land are often assessed for 10% of the sale value. The assessors begin the next assessment of property June 1, 1920. If property this year were listed at double or treble its present assessed value, Missouri would then be able to improve her educational situation. The State Legislature convenes in January, 1921. This Legislature can regulate the rates for county and municipal purposes so that there will be no wasting of money in these departments. Since two-thirds of the school districts are

now levying the maximum rate allowed by law, increase in assessed values is Missouri's only hope until we have a New Constitution.

Community Teachers' Associations should get busy now. SEE YOUR LOCAL ASSESSOR NOW! School Boards should also see assessors *immediately*. It is too late to secure increased assessed values if we wait until the assessors have made the lists.

The Declaration of the Aims, Purposes and Methods of the Production Bureau of the St. Louis Chamber of Commerce as stated in their publication of January 10, 1920, was unanimously endorsed by the Executive Committee of the State Teachers' Association at its meeting in Jefferson City on May 18, 1920. This declaration is

**The Production
Bureau of St.
Louis C. of C.**

a frank statement of the Chambers' recognition of the interdependence of the various forces and industries of the state and of its duty and obligations to the State as a whole. It marks a departure from the too prevalent idea of many such organizations expressed in the language of the old lady who said, "We don't give a hang what happens if it doesn't happen to us." The sooner all the progressive forces of the State recognize this principle of co-operation in an active way, and act on the theory that what ever helps or hurts one helps or hurts all, the sooner we will move forward at a rate commensurate with the energy we expend. This broad statement of the St. Louis Chamber, which thru the field work of such men as Carl Baer, Dr. McKeen and others, has given evidence of being backed up by deeds, should serve as a wholesome example to the various commercial and industrial organizations of the State.

In that part of this issue entitled, "The State Superintendent's Department," the State Superintendent of Public Schools sets forth his policy in three important

**Three Forward
Movements**

matters which deserve the support of all the school men of the State. 1. The classification of approved rural schools as "Standard" and "Superior;" the old standard by which a school was merely approved or not approved is outgrown and perhaps has been for several years. The requirements while they might still serve as a stimulus to some do not do so to many. Some counties had practically every one of their schools approved under the old standard and there was nothing to hold before them to stimulate further improvement. In other counties practically every school was up to that standard and the superintendent naturally saw little reason for approving a school when doing so meant nothing but a certificate to hang on the wall. Under the new scheme of classification the "standard" still remains a goal to those schools that have done little, while the "Superior" classification sets a goal that will stimulate most of the best to make further improvements. 2. Mr. Baker's rulings in the matter of closing the grades at the end of seven or eight months while the high school is continued through eight or nine is in the line of justice to the elementary pupil. Most school men and all right thinking citizens have deprecated this and other evidences of a tendency on the part of some to take bricks out of the foundation of the educational structure to use them in making an attractive cupola. 3. The discouragement of too much alternation will be the effect of his ruling relative the classification of high schools offering vocational courses under the Smith Hughes Law and employing only one, two or three other high school teachers.

A study of cards reporting to a teachers' agency the vacancies and the salaries offered for each position in Iowa and Missouri furnishes some interesting data for a comparison of salaries in these two neighboring states. Each

Why Do Teachers Leave Missouri? of the cards bears some date in May and all cards are used. No data is available for a comparison of the sizes of all the towns, however, those reporting vacancies in the superintendencies are compared and the Iowa towns are smaller, more than half of those being consolidated districts.

Iowa asks for 11 superintendents and offers the following salaries: 1 at \$1600, 3 at \$1800, 1 at \$1900, 2 at \$2000, 1 at \$2200, 2 at \$2400 and 1 at \$2500. Missouri reports vacancies in 42 towns and gives the following as the salaries to be paid: 1 at \$800, 7 at \$1000, 3 at \$1125, 11 at \$1200, 2 at \$1260, 3 at \$1350, 1 at \$1440, 4 at \$1500, 4 at \$1600, 5 at \$1800, 1 at \$2200.

Eighty-one high school teachers are asked for by Iowa as follows: 1 at \$990, 3 at \$1000, 5 at \$1080, 2 at \$1100, 8 at \$1125, 5 at \$1170, 6 at \$1200, 2 at \$1215, 6 at \$1260, 24 at \$1350, 1 at \$1400, 1 at \$1485, 9 at \$1500, 3 at \$1560, 1 at \$1575, 2 at \$1700, 2 at \$1800. Missouri asks for 102 at the following salaries: 2 at \$560, 2 at \$720, 3 at \$765, 5 at \$800, 1 at \$850, 25 at \$800, 1 at \$945, 1 at \$960, 22 at \$1000, 1 at \$1008, 1 at \$1040, 1 at \$1050, 3 at \$1080, 1 at \$1100, 8 at \$1125, 4 at \$1200, 1 at \$1260, 2 at \$1300, 10 at \$1350, 1 at \$1650.

Grade teachers were called for as follows: Iowa: 1 at \$765, 2 at \$810, 12 at \$900, 1 at \$945, 7 at \$990, 1 at \$1000, 1 at \$1015, 1 at \$1035, 3 at \$1080, 1 at \$1100, 4 at \$1125, 1 at \$1170, 1 at \$1180, 1 at \$1205, 1 at \$1260, 3 at \$1305; Missouri: 1 at \$400, 1 at \$520, 5 at \$560, 9 at \$600, 2 at \$630, 4 at \$640, 8 at \$675, 3 at \$720, 7 at \$765, 3 at \$800, 4 at \$810, 2 at \$900.

It will be noted that the medians of the various groups fall as follows: Iowa superintendents in the 2000 dollar group, Missouri superintendents in the 1200 dollar group. Iowa H. S. teachers in 1350 group and Missouri in the 1000 group. Iowa grade teachers have their median in the 990 group and Missouri in the 675 group.

The medians graphically illustrated are:

Superintendents

Iowa \$

Missouri \$

High School Teachers

Iowa \$

Missouri \$

Grade Teachers

Iowa \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

Missouri \$\$\$\$\$\$\$\$\$\$

One is impressed with the fact that when the places are arranged in the order of the salaries one passes three-fourths of the Missouri superintendencies before he gets to one paying as much as the lowest reported in Iowa; that nearly half the Missouri high school positions are passed before one gets to the minimum offered in Iowa, and, that two-thirds the grade positions in Missouri are below Iowa's minimum. Missouri superintendents' salaries as offered on these cards are found to be \$150 below the level of the high school salaries in Iowa, while Iowa's grade teachers are only slightly below the Missouri high school teachers in salary.

It seems from this study that Iowa is still spending about twice as much per capita in the education of her children as is Missouri and it does not require a superfluous amount of acumen to understand why the drift of first class teachers is from rather than to Missouri.

It also seems that in May, 1920, there is still something to be done before teachers' salaries will be nearly adequate.

But this may not be a fair basis of comparison. It is at least an interesting lot of figures.

Missouri Centennial Celebrations

C. H. McClure, Professor of History, Central Missouri, State Teachers' College.

(It is the purpose of the SCHOOL and COMMUNITY to present each month some article of definite value to the teacher who plans to take advantage of this centennial year in our history to impress on pupils and people the greatness of our State. Ed.)

The Centennial of Missouri's struggle for statehood lasts from January 8, 1918, until August 10, 1921. There are many dates during this period that would be appropriate to celebrate as Centennial dates. Several of them have already passed but the following future dates may be mentioned. The Constitutional Convention met in St. Louis on June 12, 1820, and on July 19, 1820, adopted a State Constitution. A State election was held on August 28, 1820, Missouri's first State General Assembly met on the 18th of the following month, her first State Governor took the oath of office on September 19th, and the great Barton and Benton were elected her United States Senators on October 2nd. State officers, State courts, and State representatives in Congress, superseded the old Territorial regime. The act admitting the State was approved March 2, 1821. But why celebrate Missouri's Centennial? First, all the reasons that can be urged for the celebration of any centennial apply to the Missouri Centennial. In addition to that is the importance of Missouri's history and development in relation to that of the Nation. No other state can compete with Missouri as the central state in our National development.

Importance of Missouri's History:

Missouri has been the central figure in more important events and movements than any other state of the union. Virginia, because of her former size, because of her extravagant claims of territory based on an old charter, and because of her old cavalier aristocracy has an important place in the history of our country. She has been called

"Old Dominion" and "The Mother of States," and she furnished three of the first four presidents. Missouri has furnished no presidents, has made no extravagant claims to territory, and has no bloodied aristocracy, but her citizens have gone into Texas, Oregon, California, and Oklahoma in such numbers that they practically brought these states into existence. Her citizens have moved to and exercised strong influence in all of the states of the great West except Kansas. Thus Missouri, thru the activity of her citizenship, has become the real mother of states. Massachusetts is the home of the Pilgrim fathers; the seat of Harvard University and the near neighbor of Yale University. Because of the barrenness of her soil her people have been compelled to get an education to make a living. Thus there has been produced a school of Massachusetts, or at least New England, Historians. We must not forget that much of American history has been written from the New England point of view. And the importance of Massachusetts is naturally emphasized by these New England history writers. Virginia and Massachusetts are the only rivals of Missouri in historical importance among the states. A true view point of the growth and development of our whole country will doubtless eliminate both of them.

Missouri the Center of Nation Wide Events and Movements:

The first event of great importance in the growth of our country after the recognition of our independence in 1783 was the purchase of Louisiana. This purchase doubled the ter-

ritory of our nation and made possible its continued development. Missouri was the center of this territory, the gateway to the great West, the first state to be settled and admitted from it thru the great westward movement of our population¹.

The admission of Missouri brought suddenly before the country the issue of slavery. Every argument that was ever used for slavery or against it, except the final argument of force, was used in the contest over the admission of Missouri. Mr. Carr, the writer of the History of Missouri in the commonwealth series, called his book "Missouri a bone of contention." With the adoption of the Missouri compromise, Missouri became a peninsula of slave territory extending North into Free territory. Upon the settlement of Kansas this fact became more noticeable. At the same time, Missouri was a peninsula of civilization extending westward into the unsettled wilderness.

For sixteen years after her admission, Missouri was the only state west of the Mississippi River. For thirty years the apex of the frontier line² remained in the neighborhood of Kansas City while our population gathered there to make the final drive, more like a leap, which was to span the continent with American civilization.

Later, Missouri was the pivotal state in the Civil War. She was the largest, most populous, and most important of the border states. When in February, 1861, Missouri gave to the union cause 80,000 majority and elected to the constituent convention an overwhelming majority of union delegates, it is not too much to say that she saved the nation. President Lin-

coln recognized the importance of Missouri by appointing two of her citizens to cabinet positions and making her the leader of his Border State Policy. After the war, Missouri led the nation wide movement for general amnesty. The liberal Republican party was organized upon the issue of general amnesty and the restoration of civic rights in Missouri in 1870. They carried the state by 40,000 and the movement spread over the whole nation. A National Liberal Republican party in 1872 nominated Horace Greeley and B. Gratz Brown of Missouri. While Greeley and Brown were defeated, the policy of general amnesty triumphed and was carried out by President Hays four years later.

Free Silver: Once more Missouri had the distinction of furnishing leadership in a nation-wide movement. Richard P. Bland, Congressman from Missouri in 1878 began the fight for free silver by introducing a free silver bill into Congress. The bill did not pass in its original form. He continued the fight until in 1895 he committed his party in the state to free silver. The Democratic convention of 1896 should have nominated "Dick" Bland for President as the logical free silver leader. Instead it nominated Bryan. As in 1872, the country had accepted an issue raised by Missouri, but had refused to nominate the Missouri leader.

The Central State The geographic position and resources of Missouri probably account, in a degree, at least, for her wonderful history and leadership in nation-wide movements. Missouri is not only a central state in the Mississippi Valley, but is the central state in the United States. There are five

1. Louisiana was admitted before Missouri, but Louisiana was a French and Spanish state in population rather than an American state. The importance of New Orleans and the French people were the dominant factors in making Louisiana a state. Louisiana still uses Latin law; has the code of Napoleon instead of English common law. Her local units of government

are called parishes instead of counties and the old French customs and manners still influence her people.

2. The "frontier line" marks the territory where the density of population is greater than two to the square mile from the territory where the density of population is less than two to the square mile.

states between Missouri and the Atlantic and five between Missouri and the Pacific. There are two states between Missouri and Canada and two between Missouri and the Gulf of Mexico.

Rivers: The Mississippi, one of the greatest rivers of the world, washes the entire eastern border of the state. The Missouri flows for more than a hundred miles along the western border then almost directly across the state to join the Mississippi near the center of the state north and south. The tributaries flowing into these two rivers are grouped in such a way as to make eight small river systems or groups of rivers, separated by watersheds. The highways and especially the railroads follow these valleys and ridges.

Soil and Other Natural Resources: The greatest natural resource of Missouri is her soils.

With respect to fertility these soils may be considered in five groups. In order of fertility the glacial soil in the northwest part of the state near the Missouri River probably stands first. This is a very fertile brown soil and is usually known as loess soil. A close second to the loess soil in fertility, if they are not first, are the wonderfully rich black alluvial soils of our river and creek bottoms. They are scattered over the state, but found in larger sections in southeast Missouri than elsewhere. Third comes the prairie soils of the North central and western parts of the state. The soils around the base of the Ozark Mountains come fourth. Finally, the poorest of our soils are the upland soils of the Ozark hills. Even these are capable of supporting an immense population if they were intensively cultivated and cared for like the upland soils of central Europe.

The Heritage of Missouri Boys and Girls:

In addition to her soils, Missouri has immense natural resources in her minerals, timber, building stone, fine clay, water power, etc. Certainly no boys and girls ever had a greater or more wonderful inheritance than the boys and girls of the present day Missouri. They live in the center of the greatest valley of the world; in the center of the United States, the richest, the most powerful, and we believe, the best nation of the earth. From our central viewpoint we can get a vision of the East, the West, the North and the South and understand their people probably better than they can understand themselves. The Missouri boys and girls have the opportunity to become big, all-round American men and women with a vision and an understanding of the whole country. To understand themselves, to understand the society in which they are living, to be able to make use of the abundant resources at hand, to make the most of their inheritance, Missouri boys and girls must know the wonderful hundred years of the history of their state which lies back of them.

This centennial story, this hundred years of development, this hundred years of relationship to the American nation, this hundred years of membership in the great family of the states which compose the United States should be appropriately celebrated in every school district in Missouri during the next school year. Rural schools and grade schools should have Missouri Centennial programs; High Schools should, if possible, give a Missouri pageant. And every county rural graduating exercise in the state next spring should take the form of a Missouri Centennial Celebration.

The man who knowingly fails to give in all his property to the assessor swears to a

lie, and robs children of their heritage and the state of its citizenship.

Agriculture in the Rural Schools of Missouri

Jno. H. Gehrs, Professor of Agriculture, Southeast Teachers' College.

(This article and "A New Day in the Rural Schools" by President Ira Richardson, were written at the request of the Editor because they represent opposite views of a subject in which Missouri is interested. Professor Gehrs has had wide experience as a teacher of College Agriculture and is an author of two texts on that subject. President Richardson for the past three years has observed the work of the teachers of Northwest Missouri in the four year rotation plan and speaks from the point of view of the specialist in education rather than that of the specialist in agriculture. Ed.)

The rotation plan of teaching agriculture in Missouri and its introduction into the state may be discussed from two viewpoints. First from the viewpoint as to its psychology, that is, can fifth, sixth, seventh, and eighth grade pupils be combined into one class, and all do good work? Is it good pedagogy? Second, can the method and source of the introduction of the rotation plan of teaching agriculture in Missouri be full approved, or should the educational interests of a state introduce matters pertaining to education?

(1) Pupils of the fifth grade are ten and eleven years old. Psychologically they are motor, and therefore like to make things, and do manual training work exceedingly well. They like to use their hands. Children of the eighth grade are fourteen or fifteen years old. Psychology tells us that children of this age can do an enormous amount of book work. They have passed the motor stage, and are voracious in devouring actual book material. Children of the eighth grade have a much wider experience and can do at least two or three times as much school work as children of the fifth grade. I believe I am safe in saying that a pupil in the sixth grade learns as much as he did in the first four grades combined, as far as book material is concerned. And to put an eighth grade child in a class with a pupil of the fifth grade must be tame indeed—this is especially true in a subject which presents all the difficulties that agriculture presents, for agriculture combines the labora-

tory and text book method—a thing which no other subject taught in the rural school presents.

If any students that are four years apart in their school work can be put in the same class, it is in the University with college students. But when did any one ever claim that freshmen of a college could do as well as college seniors? Can high school freshmen be placed in the same class with high school seniors, and both do equally good work, and work up to a high standard? If they can then we had better say the freshmen of the high school is a high school senior and vice versa, and graduate the freshmen along with the seniors. It seems absurd from an educational viewpoint that fifth, sixth, seventh, and eighth grade children can be put in the same class and all do their best. In larger cities where it is convenient pupils are promoted every half year, and pupils permitted in the same class have only a half year's difference in school work at any time. In our rural schools the two year system of alternation is the best arrangement that can be had considering everything.

But may I say here if the four year plan of rotation will work in agriculture it will also work in arithmetic, reading, etc. And if it is better to all concerned to have the four year rotation plan I am in full accord to see its adoption and use. However, I fully believe that the two year system of alternation now in use in Missouri, includes in the same class the widest gap

of experience of pupils expedient to the best interests of all.

The four year rotation plan of agriculture has muddled things badly as far as agriculture is concerned, brought some skepticism as to the stability of agriculture in our rural schools, and it will require several years to overcome the mistake. It was an expensive experiment.

Missouri should have either one and a half or two years of agriculture in the rural school. Practically all of Holden's good points could be incorporated into a two years' course. This fits into Missouri's scheme of alternation. If Missouri must have four years in agriculture then I fully believe the pupils of the fifth and sixth grades should be put into one class, and the seventh and eighth grades into another class. This is much better pedagogically speaking, and fits Missouri's excellent scheme of alternation much better.

(2) The genesis of the four year rotation plan of teaching agriculture in the rural schools in Missouri is rather unfortunate. But may we not suggest that most if not all matters regarding education should come from the people rather than from a corporation.

Is it not axiomatic that the people as a whole have more interest in their own welfare than any corporation which is only a small part of the entire group? The introduction of the four year rotation plan of teaching agriculture in Missouri was highly questionable. The extension service of many corporations is carried on at the expense of the people. The consumer of the product pays the bill. If the extension service of these corporations is so very vital and so very valuable, then why isn't it carried on through the school and other channels?

The whole burden of the above paragraph is this—shall the state of Missouri through her college of agriculture, through her teachers colleges, and through her

public schools direct the educational affairs of the state—and more specifically the agricultural work of the state—or shall the International Harvester Company do it?

I refuse to call the so-called four year rotation plan of teaching agriculture vitalized agriculture, for most everything that it presents may be found in courses of study of Missouri and found in texts used long before it was introduced by Mr. Holden. Almost all of the good things of Holden's plan, and there are a good many, except rope tying, some manual training work, cement work—and these are very questionable things under the present condition, good as they are—I say almost all of the good things were in our course long before Holden came into the state. There is nothing magical about Holden's plan within itself. The plan will not work of its own accord—the plan must be worked, and a two year system is better suited to work the plan, than the four year rotation plan.

There are at least three things objectionable about the introduction and the expensive experiment of attempting to use the four year rotation plan of teaching agriculture in Missouri. These objections are named in the order of their importance:

(1). It is an expensive experiment educationally, for fifth, sixth, seventh, and eighth grade pupils can not be successfully combined in the same classes.

(2) It is too bad that a corporation must use its funds which are extracted from the farmers, to advertise through the school house, to sell its own article. No one knows how much the International Harvester Company extracted from the farmers, and how much they have expended in order to introduce the rotation plan of teaching agriculture in Missouri. Some benevolences had better come by way of saving, rather than

(Concluded on page 23)

A New Day in the Rural Schools

By President Ira Richardson, Northwest Missouri Teachers College

Educators from time to time and for sometime have used many words concerning the deplorable condition of our rural schools, and the need of a different kind of teaching, as well as the need of a trained teacher. Movements of one type and another have come into our educational practice, all of which have contributed brilliantly and rather effectively to the reconstruction of rural school activities in a more or less limited way, but the greater body of rural schools thruout the country have continued in quite the same way as was the practice some twenty-five or thirty years ago.

Some have said that the consolidated school would solve the problem; some have said the county unit would solve the problem, but the fact remains the problem even yet is largely an unsolved one, tho these movements, as stated above, have contributed efficiently.

The greatest contribution which can be made to the rural school activity is that movement which will enable the largest number of teachers with greater or less advancement of scholarship and professional training to make the maximum transformation of interest and activity in the class room, and to make the most intimate contact with the home and farm life of the rural boy and girl to the end that they will grow up with a more truly appreciative attitude toward the life of the community in which they live and toward the dignity and importance of farm activity and the possibilities of the home circle in the open country.

Conservative educators have been cautious in their acceptance of the value of many suggestions. One of the things

which has recently come into the rural school life of Missouri began in certain conferences in the convention of county superintendents of this state some four years ago. This has grown in magnitude and scope of activity until it is known in many other states as the "Missouri Plan" and is daily referred to as such.

Rotation is not a new term. It has long been used in the field of agriculture, but it seems that Dr. P. G. Holden of Chicago made the first suggestion for the application of the idea of rotation to the activities of the rural school in applying it to the immediate problem of teaching agriculture. The steps in the development of this movement have been cautiously and carefully planned, with at least one of the teachers' college in the State trying it out each year in its summer session by giving a regular course in Vitalized Rural Life, which trained the teachers in the organization and preparation of materials embodied in the topics for the coming year, and in the organization of a special Short Course Week in Vitalized Rural Life which has been participated in by more than 250 rural teachers of Northwest Missouri. These teachers have gone into their school rooms the September following and put the ideas gained the previous summer into operation, using the pupils of the fifth, sixth, seventh and eighth grades as the class which should be taught the subject matter of the topic of that year.

In the training of these teachers, a unified program was organized in the teachers' college to which contributions were made by experts from the departments of education, home economics, biology, agriculture, manual arts, fine arts and music.

It has passed beyond the stage of experimentation. It is an eminent success, and some of the most striking evidences of the value and effect can be seen.

Two districts side by side—one with no life, the dull, listless program of activities still in evidence, a teacher going thru the day's program with an absolute indifference to the attractiveness of the problems growing out of the life activity of the children which might be brought into the school room. The other—the teacher with a keen sense of appreciation developed thru her training in the particular work of enlivening her whole school, attracting the attention of her patrons and securing the hearty and active co-operation and interest of the pupils of the grades mentioned. Some have said that it was too much to expect that the children of these four grades would work upon the same problem, but evidently these have not seen the actual results. They do the work and do it well.

Some object to the source of the idea, but a truth which expands the life of boys and girls ought to be used to its full value.

Quotations follow from statements made by men and women whose experience in the field of education and whose understanding of values in methods are sufficiently well defined that they rank with the best instructors of any institution in our fields of learning.

These quotations refer to the movement called Vitalized Agriculture teaching, which is perhaps most widespread and has been most persistently followed up for the longest period of time in Northeast Missouri. It has been sufficiently significant to attract the attention and visits from some of our most eminent educators and business men and representatives of foreign countries who have gone away enthusiastic in their appreciation and approval of what has been done and what they have seen. They are convinced that any rural school

teacher with a willingness to work, and the ability to get a vision of the possibilities of her field, who will spend a little time in preparation, can organize and carry out a type of work in her school which will fill each day with a maximum of interest and activity and produce a marked transformation in the attitudes of boys and girls and their ability to stand on their feet and tell in an interesting way the results of their studies and experiments. Furthermore, a condition is produced in the school room which challenges the attention of the fathers and mothers, and of all who are willing to go and see. They will be convinced unless unwilling.

"In my observation of the work in Vitalized Agriculture in the rural school, I have noted an enlivened interest in teacher, pupil and home cooperation. Nothing inspires so much as the results and products of individual effort and this type of work gives abundant opportunity for such expression. The cut and dried graded courses might present a larger amount of material in a more scientific way, but in sticking quality cannot equal the self made rotation course where the need of initiative draws upon the resourcefulness of both teacher and pupil. The four distinctive features of this type of work are: rotation, which gives the interests and expression of the pupil's life; correlation, which gives an agricultural basis for work in other subjects; and plan your work, and work your plan, which keeps the teacher awake and alive with new situations and problems to solve."

"Vitalized Agriculture has brought the home and the community into the school. Men and women are planning and thinking with the children."

"Vitalized Agriculture gives our boys and girls a first hand knowledge about crops, insects, soils, animals, labor saving devices for the home and for the farm. Vitalized Agriculture puts purpose, puts real interest into the spelling, the reading, the arithmetic, the history, the geography and makes happy boys and girls."

"Vitalized Agriculture is the first thing that has made the community and the home conscious of the productive side of farming. Vi-

(Continued on page 26)

State Teachers Association Presents Brief to Board of Equalization for Increased Values

The Executive Committee of the Missouri State Teachers' Association has used every honest and legitimate method to educate the public to the necessity of paying sufficient and fair salaries to its teachers. They have used every available method of publicity, they have consulted with the members of the State Board of Equalization and urged increases in assessed values. In the public hearing the State Board of Equalization on May 18, 1920, Mr. George Melcher, President of the Missouri State Teachers' Association, read the following brief which had been prepared by the Executive Committee previous to the meeting. After the reading of this brief, a copy was filed with each member of the State Board of Equalization. If the State Board carries out the recommendations made in this brief it would mean that many counties in the state would have the assessed value increased from 40 to 60% over the assessed value of last year. Some counties, of course, that are assessed very high would have but little increase. The same would be true of some cities like St. Louis which is assessed higher than any other city in the state. The following is the brief filed with the Board:

To The Honorable State Board of
Equalization, Jefferson City, Missouri.
Gentlemen:

In order that you may know more fully the educational situation in Missouri, we beg to submit the following facts:

First, teachers have at no time in the history of the country been adequately paid; Missouri has always held a low rank among the states in the salaries paid its teachers. During the past two years, teachers' salaries in Missouri have increased from 20 to 25 per cent or from 10 to 12½ per cent each year on an average. During the same period the cost of living has doubled. In order for the teachers' salaries of 1920-21 to equal the salaries of pre-war times, an additional increase of 60 to 75 per cent over this year's salaries would be necessary next year.

Reports from boards of education indicate that lack of revenue is making it impossible

for them to make large advances. The average increase in salaries offered teachers in Missouri for 1920-21 is less than 25 per cent over their present salaries, or far less than one-half of what is needed to bring them to a desirable standard. Therefore, unless further relief is secured the average teacher in Missouri in 1920-21 will be able to purchase with her salary less than three-fourths as much food, clothing, and other necessities of life as in 1914.

As a result of these low salaries, there will continue in Missouri a deterioration of the teaching force such as has been going on for the past three years. War always lowers educational standards, however, it was hoped that in the days of reconstruction, Missouri might see a new vision and avail herself of the opportunity to set higher standards. Instead of this, we are continuing our policy of parsimony toward education which means retrogression. We have in Missouri today the most poorly trained and weakest teaching corps that the state has had for the past decade. Unless relief is found, next year will find still more poorly trained and less efficient teachers in Missouri. A constant stream of our best and most successful teachers are leaving us for other states. Literally hundreds of teachers are now awaiting the action of the Honorable State Board of Equalization before deciding finally to leave Missouri. Our present policy is depleting the population of the state by maintaining excellent State Teachers' Colleges in which our young men and women are trained for teachers, and then forcing them to go to other states because Missouri is not able to pay them a living wage. Why does Missouri pursue such a suicidal policy?

Furthermore because of the shortage of funds, some city districts are PLANNING SHORTER TERMS OF SCHOOL for next year. Some are placing CHILDREN ON HALF DAY SESSIONS, that is, giving just one-half time in school. Some are CROWDING LARGE NUMBERS UNDER ONE TEACHER,—ALL THESE THINGS ARE

LOWERING THE EFFICIENCY OF OUR SCHOOL SYSTEM.

Second, we desire to call your attention to an astounding fact,—95 per cent of ALL THE TEACHERS IN MISSOURI FOR THIS YEAR RECEIVED LESS THAN A LIVING WAGE. Fathers of girls who are teachers have been forced to send them money for part-payment of their board and clothing; many poor girls teaching in a town distant from home have been deprived of the pleasure of spending Christmas at home because they were unable to pay their railroad fare; only by living at home are many girls able to continue teaching. Education is a state function of the highest order. The state has no moral right to ask its highest class of servants to work for less than a living wage. Education is the greatest business in which the state engages. Over 21,000 employees of the state are engaged in educational work. "The servant is worthy of his hire."

Third, the most lamentable fact of all is the failure of the teaching profession to attract young men and young women of promise. Our State Teachers' Colleges have reduced enrollments and they are rapidly becoming girls' seminaries. Teaching is now largely conducted by a procession of immature girls. No nation or community can rise higher than the ideals of citizenship taught in its schools. Our nation has put its faith in public education and has almost driven private education from the field. Now apparently it proposes to cripple and destroy public education.

Fourth, the State of Missouri has ample wealth with which to support its schools. Its best citizens believe in education. This is shown by the fact that hundreds of organizations in the state have recently declared in favor of better schools and higher pay for teachers. The platforms of both political parties in various cities and counties of the state have deplored the present lamentable educational situation in the state. The State Conventions of both parties have declared in strong terms in favor of better support of education. The people desire good schools but find themselves so emmeshed in the barbedwire entanglements of constitutional, statutory, and legal restrictions and limitations that a filibustering minority in any community can greatly retard progress.

Fifth, prior to the inflation of currency and the expansion of national credit, and the consequent depreciation of the value of the dollar, the assessed value of real and personal property in the state was more than \$1,600,000,000. Since the dollar is now worth less than 50 per cent of its pre-war value, the assessed value of the state should now be more than \$3,000,000,000 in order for the rate of assessment to be as high as in 1914.

With an assessed value of real and personal property of only \$2,271,000,000 the rate of assessment is now lower than at any time during the past twenty years. The State Board of Equalization is certainly justified in raising property values in Missouri to at least twice pre-war values. Such an assessment will give the schools only the same amount of money that they had previous to the war when this amount is estimated in purchasing power. In fact, the teachers of the state are not asking for an increase in salaries over pre-war salaries, but they are asking that they be given salaries with a purchasing power equal to the purchasing power of the pre-war salaries. Such advances in assessment is further justified by the fact that real estate in the last few years has advanced from 50 per cent to 100 per cent in sale value. IS IT NOT JUST THAT THIS ADVANCE IN SALE VALUE BE REFLECTED IN THE ASSESSED VALUE?

Sixth, since in Missouri the assessment of property is regarded as largely the function of the local assessor, it seems fair and right that the total assessed value of the state should at least be equal to the total sum of the abstracts of the assessors of the various counties. The sum total of the abstracts of the assessors of the various counties that are now under consideration by the State Board of Equalization amounts to nearly three billion dollars. Therefore, in fairness and justice to all parties, we ask that the sum total of the assessed value of the state be made at least equal to the sum total of these abstracts. This means that the assessed value of real and personal property of the state will be advanced about 30 per cent over the assessed value of such property as approved by the State Board of Equalization in 1919. Such action of the State Board as recommended will, we believe, meet the approval of all intelligent, fair-minded citizens. By so

doing, the State Board will be performing its real function of equalizing the assessed value of the property in the state. It will lower the values of those counties that are assessed excessively high and will raise the values of those counties assessed low. However, in so doing it will make the raises in value equal to the reductions in value so that the sum total of the assessed value of the state will still be equal to the sum total of the abstracts of the assessors of the various counties.

We, the representatives of the teachers of the State of Missouri, believe that an advance of 30 per cent in the assessed value of property over the assessed value of last year is

necessary to check the rapid deterioration of school work in the state, and to prevent a break-down in our educational system, therefore, we appeal to you, the Honorable State Board of Equalization, to exercise the authority vested in you and save the educational situation in the state.

Very respectfully,

(Signed) H. L. Roberts

(Signed) George Melcher

(Signed) Elizabeth L. White

(Signed) Elizabeth Buchanan

(Signed) P. P. Callaway

(Signed) A. L. Threlkeld

(Signed) Lydia Montgomery

(Signed) E. M. Carter, Secy.

Nodaway County Puts On a Campaign for Better Rural Schools

"Hurry, John, and put the chains on the Ford or the children will be late for it is now nearly 8 o'clock. I've got the dinner packed. Take the basket with you and put it in the car. There come the Smiths in three rigs. Susie I'll box your ears if you don't quit teasing that hen just because she is shut up and can't help herself; there the old hen has laid; I didn't think you could pick out a laying hen but I guess you did. I'll be pretty proud of you when you tell folks down to the Branch school how you did it."

This is only one of the many scenes in the country homes of Nodaway County on April 8 and 9, the days of the big Agriculture and Rural School Campaign. There were scheduled 160 meetings, one in practically every rural school in the county. The heavy snow storm that week blocked the roads in many places until some of the schools could not be reached and those meetings had to be postponed.

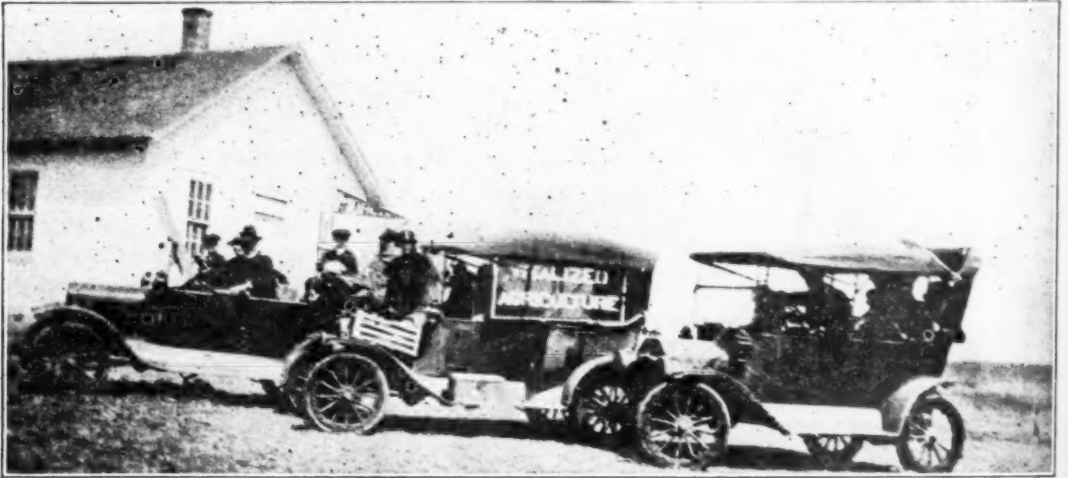
Each of the 35 Vitalized Agriculture schools including teachers, pupils and many patrons drove to a nearby school in the morning, taking with them the children's

work for demonstration: Hand made rope making machines, insect collections, seed corn, live stock surveys of farms in their district, pure bred stock summaries, hens for culling demonstrations, egg records kept in each home in the district, milk stools, fly traps, Babcock tester and milk, butter records of the cows at home, food charts and hot lunch experiences, actual measurements and computations of hay stacks and corn cribs made by children, and merry songs of country life and happy school days were in each car or wagon. There were in the crowd pa and ma and grandpa and grandma and Aunt Kate, for Jim and Joe were to make and splice rope and Sue would cull chickens over at the Branch school at 10 o'clock.

After the pupils there gave some songs, recitations and a dialogue, the teacher made a good talk and told what Vitalized Agriculture is and what it had done for her school. She stated the purpose of the Campaign and expressed the hope that the school board would fix up things better before next year. The pupils then gave their demonstrations.

After the morning program the patrons of the districts had a basket dinner together, talked of the weather, little chickens, pure bred stock, old lady Jones' funeral and the clothes that Susie Swanson wore at her wedding last week. They bragged a little on the children and wondered if they hadn't better put some shingles over the hole in the roof before next fall and raise the teacher's salary two dollars and a half a month next year. Then the children from both schools and most all the patrons went to the next school at 2:30 and gave their programs over

The pupils in each school district wrote invitations to the people of the community to attend their campaign meeting. They did this for a language lesson at school. In the county seat at Maryville all the letters that went out from banks, business houses and picture shows carried the print of a rubber stamp on the envelope advertising the rural school campaign. The Chamber of Commerce, women's clubs, and other organizations in the towns took part by helping advertise the campaign and by attending the meetings in the rural districts of their communities and getting acquainted



One of the Groups ready to go. Mud, grey skies nor cold weather deter them. These boys and girls glory in having done something and are glad to show others.

again. The children there gave readings, plays and songs, and everybody had a glorious good time. The people in that district took the visitors home with them for supper and at night they had a big meeting in the adjoining district and all four of the school took part.

All over the county the schools were carrying on the meetings simultaneously with a live, active demonstration of Vitalized Agriculture by one group of students in each meeting. The other children were taking part on the program, so the meeting belonged to everyone because all had a part in it.

with the country people. The fourteen superintendents of town schools were granted two days leave by their school boards to assist in the campaign. Each of these superintendents was made manager of a certain number of meetings and held responsible for them.

A large chart of the county was worked out in the County Superintendent's office showing every school house in the county, and the day and hour the meeting would be held at that school. The 35 Vitalized Agriculture schools were shown in red, and colored lines went out to each school on the route of that demonstration team. Ar-

rows showed the directions of the route. The local managers in each section of the county kept in close touch with the county manager in the office of county superintendent.

The outstanding features of this rural school campaign were:

1. Every school and community took part in it.

2. Meetings were held in the rural school houses and people came together and saw the school needs of their own community.

3. The campaign cost practically no money.

4. People took vital interest in the campaign because the children performed and there were no long tiresome speeches.

5. It gave the teachers self confidence and development as they had charge and had to present the purpose of the campaign.

6. The placing of the responsibility of six meetings upon each Vitalized Agriculture school enlisted the help of pa-

ernents of the children who took part to give their time and vehicles for two days. It got men to work that have always been educationally apathetic.

County Superintendent Cooper says: "This campaign is now showing results. The children and school boards are demanding Vitalized Agriculture and paying the teachers good salaries. Many of them getting from \$30 to \$40 per month raise in salary. The boards are planning to put in new seats and make other improvements. The very fact that everybody, man, woman and child, both in the town and country, were thinking 'Better Rural Schools,' at the same time gave impetus to the schools."

"You can reach parents through the children that no speaker can touch. The thing to be watched is the organization of the children's part of the program and the organizing, advertising and scheduling of the meetings. I frankly believe more has been accomplished for the school of Nodaway County in this campaign than any other single move ever attempted."

The School and Community

Dr. Nethaniel Butler of the University of Chicago says, "School is an agency which society organizes for socializing its members." At once these questions arise in one's mind,—How is the school to meet the demands of society? How is the community to help the school? How can the school and community work together for the betterment of the social group?

To socialize its members the school must make sure of a scientific conception of Education in distinction to the traditional conception. Education should fit the boy and girl to go into life and meet their

responsibilities. It should give a general intelligent idea of the world that they may relate themselves to social conditions. The school should help the child find himself in other words it should help him find what he is best fitted for. Any boy who can conscientiously and earnestly say, "I am a human being and anything that touches human welfare touches me" is on the right road.

The conception of education in its broadest sense is a life long process. It begins with the earliest years and terminates at the end of a person's career. The school

has done its best when it *prepares the child to be educated*. The word commencement at graduation indicates the very beginning. The ultimate aim is the continued enrichment of the resources of the individual. Some may ask—why take money to give a broad education in relation to specialized education? We naturally give attention to things which we know something about. Hence, introduce the child to the many sided interests.

William Hyde in the Educational Review, 1904, gives his view of the returns of a broad education in the following words: "To feel at home in all lands and all ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket, and feel its resources behind one in whatever task he undertakes; to make hosts of friends among the men of one's age who are to be the leaders in all walks of life; to lose one's self in generous enthusiasms and co-operate with others for common ends; to learn manners from students who are gentlemen and form character under professors who are christians—these are the returns of a broad Education."

An educated person should keep his mind open for new ideas. He should be a producer as well as a consumer. Indeed it should be every one's aim to contribute something to society, to be worth while in his community as was Edison, Franklin and Gladstone. Finally, I would say Education as well as politics and religion are life long.

One may ask what are the agencies of Education? My answer, everything which acts upon us to which we react; namely, the church, the home, the school, the press, climate, etc. We are educated through our responses to real experiences.

Herbert Spencer's definition for education is "Complete living." The question may be raised and what is complete living? The Nun and the Monk are prepared for complete living according to their ideals. This is not sufficient for all. It is narrow. The nineteenth century definition: "Get the most out of Life," is not sufficient. Dr. Butler's definition includes all that social service gives and more. He says, "The school should train for social efficiency." It should train the child to accomplish the task. It should give him power to do, to have command of body and mind and be an expert. He must play his part better than any one else could play it. Not only that but he must have an understanding knowledge of the relationship of his part to the whole. Then he must have command of mind and body and play the game fair.

When the school is through with the boy and the girl, they must be left with the means of making good. Society has right to demand this. Every boy and girl should get the common knowledge which relates to life. They should have a mastery of the material world, and attain the higher social aims. They should get their share of the culture of life. They should be kept physically and mentally alert. They should be taught self-mastery—the ability to put 100% of ones self on the job. It is conceded that the one who stays in school longest and applies his time will receive more and be promoted quickest when he is through.

The school should secure for each individual a strong moral attitude. It should discover and set in motion the moral and religious spirit. This spirit emanates from the teacher. By force of what she is will she live with the child. Her religious attitude toward life will have a lasting influence upon the child's life. Moral instruction concerns the inner being, and must work from the heart outward.

In conclusion let us take a look at the twentieth century teacher. He must be a community leader, a community worker, and a social creature. He must be able to enter into the life of the community, to know it, to appreciate it, and to have sympathy for it. He must know the industries of the neighborhood, and be able to make the school contribute to the solution of the industrial problems. He should be able to supervise play, and should enter into the social activities of the neighborhood.

The school that becomes the true social center for its community must early recognize that its functions are larger and broader than merely teaching the children the rudiments of an elementary education, important as that function is, because the teacher and the parent are co-workers in giving an education to the children, and because no school can be much better, rise much higher, than its source, the community.

LYDIA D. MONTGOMERY,

Sedalia, Mo.

How Child Welfare Can Best Be Helped in Missouri

J. D. Elliff, Chairman of Legislative Committee M. S. T. A.

Dr. Walter Rauschenbush in his latest book, "A Theology for the Social Gospel," relates a story of a Canadian village community that illustrates our greatest difficulty very nicely. This community inaugurated a system of milk inspection and in order that the plan be effective all cans containing more than a certain specified amount of dirt were branded in large scarlet letters "UNCLEAN" and sent back to the owner. A certain Mennonite farmer on finding his cans thus branded became very angry and expressed his feelings in very unorthodox language. He was promptly brought before the church, tried and turned out for *swearing*.

We have no health consciousness. Those of us who are here have become accustomed to existing conditions. *We* have survived in spite of them, so why should we worry? The truth is that we are largely creatures of environment and habit. In matters of health we learn little save through experience. To learn thus is of course the lowest type of thinking and learning, is, in fact, on the animal plane. Most of us are entirely willing to ignore the great fund of scientific knowledge that is accessible to all who can read, or will

listen.

In recent years, thanks to the splendid work of many organizations, there has been an awakening, at least in spots. In some cases it has been a sudden jolt so that now such terms as physical fitness, child welfare, sanitation, social hygiene, medical inspection, physical education and preventive medicine are finding a place in the thinking vocabulary of most persons. The world war did much to give us a national health consciousness. The men called to the colors were a selected group representing the nation's best and 34% of them were rejected as physically unfit. It is the consensus of opinion of educators and medical men that 90% of this physical unfitness could and would have been prevented by a sensible system of physical education. Certainly more than 80% of all physical defects are easily remediable. Most of the others could be prevented if we could begin with the parents. The present economic waste due to these physical defects is almost uncalculable. According to the first American National Conference on Occupational Diseases held in Chicago in June, 1910, there were 13,000,000 cases of sickness, involving annually

an economic loss of three quarters of a billion dollars among the artisans and craftsmen of the United States, and this estimate does not include the loss from premature death. The truth is that the health and physique of the people is the nation's principle asset.

From the point of view of education alone the economic loss is enormous. Burk in "Health in the School" page 55, says investigations under the Russell Sage Foundation indicate that 60% of American school children are handicapped by removable physical defects and that as a result they are making 9% slower progress in their studies than they should. Children with seriously defective teeth fall 6 months behind in eight years and half of them have bad teeth. Children with adenoids require one year and a month of extra school to complete the grades and one-eighth of the children are thus affected. Children with enlarged glands require a year and two months over time and more than one-third of the children are thus affected. Wallin in his book "Mental Health of the School Child," page 288, says children during the elementary school period should have remediable defects removed and be given a chance to form normal health habits in diet, sleep, exercises and living environments. He shows that laggards and repeaters show an average scholarship improvement of 75% after merely making dental repairs.

What are the Missouri schools doing to meet this condition? If you will read the state superintendent of schools' annual report of 1918, pages 57 to 60, you will be astonished to know that we are doing practically nothing. On the contrary the school environment is actually contributing to increasing these physical defects. I shall quote very briefly from this report. You should quote it entirely. "A typical school building today is 20 years old. It does not meet modern requirements. Twenty per cent of them have open foundations. Four-

teen per cent of the floors were dirty. Only 5.2% of the buildings were properly lighted. Thirty-one per cent had no window shades. Fifty-five per cent were heated by unjacketed stoves in the middle of the room. Nine per cent of the schools use the common drinking cup and in 58% of the schools the seats were too high or too low."

From every point of view we are compelled to recognize the fact of the value to the state of healthy well-grown children and adolescents, and of all educational and social measures conducive to this end. A really practical, comprehensive solution will be found in a thoroughly effective statewide plan of physical education including health inspection. The cost of such a system is only nominal and compared with the economic loss due to the lack of such a system it is negligible. Thirteen American states now have such laws and at least 12 others have bills before their legislatures. England, in the midst of a great world war reconstructed her school system and provided for physical and health education for all her children at public expense. We must do the same thing. There is no other way to reach the children effectively save through the public schools. It will not be difficult to plan and inaugurate an effective system of health education in this state if we can secure the necessary legislation. The essentials of such a plan were embodied in Senate Bill No. 640, prepared by the Legislative Committee of the State Teachers Association and introduced in the Fiftieth General Assembly by senator Buford.

This bill, in revised form, will be presented to the Fifty First General Assembly. It seems to me that if the many organizations interested will co-operate with the teachers we should be able to convince our legislators that this is a matter of vital and pressing importance that should be given immediate and favorable consideration.

Expression, Freedom, Activity Rather than Repression, Thralldom and Passivity

Ella Victoria Debbs, Chairman of the National Council of Primary Education

The National Council of Primary Education is conducting a Study of Typical Programs for the purpose of discovering what is considered an acceptable day's work in the primary school. A wide variety of practice is evident. Observations reveal schools in which great freedom, in an environment rich in suggestion, is stimulating children to read many books and manufacture many things during the first school year while interest and curiosity are stimulating investigation into many fields. At the other extreme are found schools in which the little six-year olds spend much time—in some cases as much as half the session—"sitting in position" with nothing to do except to listen to the halting endeavors of companions trying to pronounce words or remember number combinations. Under such circumstances it is small wonder that the teacher's frequent commands to "Pay attention," bring little response.

Reports of these observations have been published from time to time by the Council and have been discussed in the annual meetings. A full report of the committee will soon be published. This report will contain a dozen or more reports of work done in progressive schools and offers rich suggestions to teachers and supervisors who wish to keep up with the times.

The Council also has a committee at work upon the problem of primary school furnishings and equipment. In many schools overlarge classes are crowded into stiff seats which fill up the room and leave no space for the activities so essential to normal development, especially in little children. Games, folk dances, and dramati-

zations call for space and the Council advocates the use of light tables and chairs instead of the conventional desks. In most instances the introduction of a progressive movement is balked at the outset by the demon of expense. When will America provide generously for the education of her children? But in this instance we escape this obstacle, for chairs and tables cost less than desks. The simplest types seem to give best satisfaction from the teacher's point of view. It is easy to move such furniture to one side of the room to make space for games, or to arrange it in whatever form suits the work in hand. It makes for good order rather than disorder as some imagine. When children are set in rows of fixed seats the room has a ragged, unkept look, unless every child is "sitting tall, with face front, etc."—a condition which is most unnatural for active little folks and can be maintained only through severe repression which hinders development. On the other hand the sociable little group about a table may do many helpful things for each other with no appearance of disorder and without disturbing another group. Under these circumstances the learning process proceeds much more rapidly than under the formal regime. Many schools also are barren of any stimulating equipment except such as the teacher provides out of her meagre salary.

The Council's list of minimum essentials includes sand-tables, blocks, hammers, nails, and scraps of wood, clay, paper, and cloth, dolls and toy animals, window boxes for plant study, Victrola or other musical instrument, good pictures and many books on low convenient shelves.

Much greater facility in reading can be gained through reading many books once than through reading one book many times. Easy access to interesting books will accomplish more than many lessons and will greatly stimulate silent reading.

The Council's platform calls for much freedom and abundant activity. It has been said, "Keep a child active and he will educate himself." The school should provide a rich environment which will stimulate purposeful activity of a helpful sort. If a child is kept busy with these things which suit his stage of development he will not often feel a desire to relieve his feelings by kicking his neighbor, making annoying noises or doing the many things which have come to be listed as school-room sins. Life in school should be very much like life outside of school only happier and more purposeful because carried on under the leadership of an expert and in the midst of carefully selected and stimulating surroundings.

Community Associations Need Definite Programs

During the past year there were organized throughout the State of Missouri a great many Teachers' Community Associations as provided for in the new constitution of the State Teachers' Association. I do not know how many of these new organization worked out plans for local activities, but I do know that in a great many counties nothing was done further than to organize. If these new organizations are going to function as a part of the State Association, there must be something done to keep them alive. They cannot exist merely as an organization. The work of the new organization is the problem of the county superintendent, but he cannot solve the problem alone.

There has been a county teachers association in Buchanan County for the past twenty years. This association has met regularly each month during the school year since it was organized. It has been a great factor in the educational work of this county. I shall not attempt to describe the work of our local organization because that is not the purpose of this article. I might say, however, that we have an active organization and we are going to continue our activities as a part of the State Teachers' Association.

I said in the beginning that unless the local organizations were active, they would exist only for a short time. If this is so, and if the associations are worth while, it seems to me that something should be done to encourage their activities. The greatest problems of the local organization is the problem of attendance. The meetings are generally held on Saturdays and the teachers do not feel like giving the day and standing the expense of getting to the association. I always have felt that the school districts from which the teachers attended received more benefit from the association meetings than the teachers themselves. If I am right, then why shouldn't the school districts pay the teachers for the time spent at the meetings and necessary transportation expenses? This would guarantee a good attendance at all meetings and would encourage the work of the associations.

Why not get a bill before the next General Assembly that would take care of this situation? Every member of the General Assembly that I have spoken to has expressed himself as being in favor of such a bill. I should like to see a bill of this kind as a part of the proposed school legislation for the coming year.

FRED E. ROACH,
Superintendent of
Buchanan County.

(Continued from page 10)

are lots of people at Jefferson City who should have a super injection of Iowa's virus shot into their veins.


• by way of giving.

(3) All matters pertaining to the course of study should be initiated by the people of the state, rather than by a corporation.

Finally may I say that I sincerely hope that those things regarding agriculture will be retained that are to the best interests of all the people of the state. Lincoln said:

"I am not bound to win but I am bound to be true—I am not bound to succeed but I am bound to live up to what light I have—I must stand with anybody that stands right; stand with him while he is right and part with him when he goes wrong."

Governor Harding of Iowa spent a week in September visiting rural schools. This may have had something to do with the passage of a minimum salary law by that state. If progressness is contagious, there



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by

SHELDON EMMOR DAVIS, Ph.D.

Formerly Director of the Department of Education in the Northwest Missouri State Teachers' College

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Name of School	Location	Date Began	Date Finished	
H. S.....				Grad. ?.....
Normal.....				Adv. Grad. ?.....
College.....				Degree ?.....
Postgrad.....				Honors ?.....

EXPERIENCE—State briefly the positions you have held, when, where, how long. Be exact. Do not say merely "High School" or "Grades."

Grades or Subjects	Location of Position	Date Began	Date Finished	No. Teachers	Salary
.....
.....
.....
.....
.....
.....

Present salary?..... Salary desired?..... Least salary you will accept?..... Age?.....
 Height?..... Weight?..... Health?..... Physical defects?..... Any deformity?.....
 Married?..... Children?..... Church Membership?..... Church attended?.....
 Certificates?..... Do you sing?..... Voice?..... Do you play?..... Instrument?.....

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(Continued from page 12)

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ment, of labor, and capital, and citizenship will be the result.

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and intense. It develops habits of thrift, co-operation, patriotism, sympathy with labor, desire for production, courtesies and thoughtfulness, and last, but not least, helps preserve and raise the standards for the home. It undoubtedly is doing much to create interest and keep boys and girls on the farm."

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school is easier. The best psychological and pedagogical principles are exemplified. There is economy of time and energy because of the elimination of much obsolete or otherwise useless material. The resources of the community are utilized. The teacher must make better preparation for her daily work. The true life situations are in operation much more frequently than in the traditional formal type of practice."



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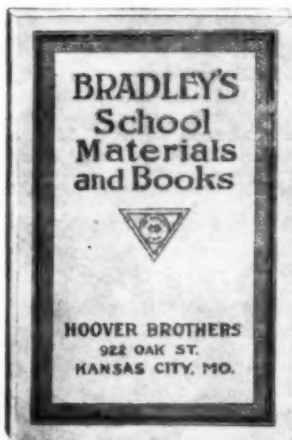
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			From	To	
Next Previous
Next Previous
Next Previous
Next Previous
Next Previous

Annual Salary Expected.....Least Annual Salary.....When Available.....
Years of Experience.....What State or County Certificates.....
Are you strong in discipline.....Have you decided to vacate present position?.....Why?
.....Physical defects.....Age.....Height.....
Weight.....Nationality.....Health.....Married?.....
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The State Superintendent's Department

By Sam A. Baker, State Superintendent of Public Schools

Approved Rural Schools to be Classified as Standard and Superior

The scheme of rural school approval has met with hearty response by teachers, superintendents, and school officers throughout the state. It is no longer an experiment, but the scheme has demonstrated its merits in hundreds of cases where rural school boards have added to the equipment, lengthened the term, and have provided sanitary conditions, better libraries, better salaries for teachers, and developed a better school spirit.

Schools have been approved by this Department which have met certain requirements. I feel that the time has come when two classes of approved schools should be recognized; namely, the Standard school and the Superior school. The requirements for a Standard school will remain the same as those of the approved school of the past, while some additional requirements will be made for the Superior school. For example:

1. The library must contain at least 200 volumes suitable for school work.
2. The teacher must hold a first grade certificate or higher and receive at least \$85.00 per month.
3. The teacher must have four years of high school work or its equivalent.
4. The school must score 90 or more points.
5. The school must hold at least four community meetings during the school year.

This classification is made in the belief that many schools will meet the additional requirements and thus be recognized as a Superior school.

I am having new inspector's reports prepared for both Standard and Superior school and will furnish the County Superintendent a supply in a short time.

Classification of High School Offering Vocational Courses

In reply to inquiries coming to my office, I desire to state clearly the attitude of this department relative to the classification of high schools offering vocational courses. The work of the Vocational Department has made steady progress since its establishment in this state. I heartily endorse the work that

has already been accomplished. Wherever practicable, this work should be offered.

While I desire to encourage the work of the Vocational Department, I must insist that a high standard of efficiency be maintained in the other subjects offered in the high school curriculum.

Alternation usually lessens the efficiency of any school practicing it to a considerable extent. Much alternation will be necessary and scarcely no electives can be offered if schools are permitted to offer vocational courses without an additional teacher for this work.

Therefore, it will be necessary for schools offering vocational work to add an additional teacher to the number now required by law for the different classes of high schools. In other words, a school with two teachers, one of whom is vocational, will be classified as a third class high school. Each of these two teachers may do part time vocational work. Schools with three teachers, one of whom is vocational, will be classified as second class high schools. Schools of four teachers, one of whom is vocational, may be classified as first class high schools.

All subjects given in vocational courses will be approved as vocational work. Credit, however, will be given by this department for all work satisfactorily done in schools doing vocational work regardless of the classification of said schools.

As to Closing the Grades Before the High School is Closed

I sent out a letter under date of April 6th, last, calling attention to the practice of some schools closing the grades at least one month before the high school is closed. I urged that this practice must not be permitted. I am again calling your attention to this matter so that ample provision may be made to carry on the grade work the same length of time as the high school for the coming year.

In order that you may clearly understand the ruling of this department regarding the length of term, I call your attention to the following:

1. For a first or second class high school, a term of nine months must be maintained

in both the grades and in the high school.

2. For a third class high school, a term of eight months must be maintained in both the grades and in the high school. (See High School Course of Study, page 6.)

3. First and second class high schools which close the grades before the expiration of nine months will be classified as third class schools and be so rated by this department.

4. Third class high schools which close the grades before the expiration of eight months cannot be classified or approved and will be rated by this department as unclassified schools.

The elementary grades form the ground work and corner stone of our school system and many pupils never go further, therefore, these regulations should be observed as I shall strictly adhere to them in the classification of schools in the future.

I believe I will have your earnest co-operation in this matter.

Outlook for 1920-21

Never before have so many school districts voted the prescribed limit for school purposes and in addition a repair and furnishing fund which in many cases is equal to that for maintenance, according to State Superintendent Sam A. Baker, who has compiled some interesting figures relating to school conditions in this state. According to information received in reports from county and city superintendents from all sections of the state, as a result of the recent Annual School Election, teachers' wages for next year will be very materially increased over that of last year and in many cases 80 to 120 per cent above that received in 1914.

The top salary paid rural teachers in 1914 was \$60 per month and one county reports a maximum of \$200 per month for rural teachers next year.

In order to supply ample funds to meet the necessary advance in teachers' wages, Super-

intendent Baker recently advised all school boards to submit to the annual election the proposition of voting a repair and furnishing tax and transferring the unexpended balance to the incidental fund thereby releasing the larger part of the regular levy for school purposes to the teachers' fund.

All but two districts in one county voted the constitutional limit for maintenance and all but ten voted an additional repair tax, a part of which may be used to supplement the incidental fund. This county will pay \$150 per month with a minimum of \$85 per month for rural teachers next year. The average monthly salary of teachers in 1914 in this county was \$58 per month.

In Barry county 100 districts voted the limit and in addition 50 voted a repair tax, while in Saline county 70 voted the limit and 20 voted a repair tax.

Reports from Greene county indicate that 85 per cent of the rural districts voted the limit and 80 per cent voted an additional repair fund. This county will pay \$125 per month with a minimum of \$60 to rural teachers which is an increase of 20 per cent over that paid last year.

The increase in revenue for teachers' wages is general throughout the state as shown by the fact that all counties are voting the maximum levy in from fifty to ninety-five per cent of the districts.

The data from town and city schools also show a marked increase in revenue over any previous year. Out of 290 town and city schools, reporting from every section of the state, 242 indicate the maximum levy for school maintenance was voted with practically no opposition while 165 report a repair and furnishing tax in addition was voted. This tax varies from 10 cents to 100 cents on the one hundred dollars valuation. The salaries of high school teachers vary from \$1000 to \$1800 for the coming year and that of superintendents will be increased approximately 50 per cent over that of last year.

Legislative Program of the State Teachers' Association

J. D. Elliff, Chairman of the Legislative Committee

At a joint meeting of the Executive and Legislative Committees of the State Teachers' Association held in Jefferson City, May 18th, the following legislative program was,

after careful consideration, unanimously agreed upon.

A. That the Association pledge its full support and co-operation to the new consti-

tutional convention association in its efforts to submit by petition an amendment to the state constitution changing the method of amending the constitution.

B. That we ask the Fifty-first General Assembly to enact the following school law:

1. Providing for a minimum wage.
2. Providing for a thorough system of Physical Education and health inspection.
3. The county unit.
4. A law providing for the gradual elimination of the third grade certificate.
5. A revision of the present state aid laws so as to require every district receiving any special state aid to vote the maximum tax levy allowed by the constitution.
6. The repeal of the present law fixing the salary of teachers in state aided rural schools.
7. To appropriate one-half the general revenue of the state to the support of the public schools. (At the present time one-third is appropriated to the public schools.)
8. To submit a constitutional amendment

providing for an appointive non-partisan state board of education.

The conference considered the advisability of submitting by petition an amendment to the state constitution providing for a state school tax of 25c on \$100. This matter was referred to the State Superintendent of Schools with the request to secure the co-operation of the state teachers' college and the university, and if possible secure the submission of the amendment. The Legislative Committee was instructed to prepare at once a minimum salary law and have it ready to submit at the special session of the General Assembly if one should be called.

In view of the fact that by action of the General Assembly the constitutional amendment allowing rural schools to vote \$1.00 for school purposes is now on the ballot. The Conference does not favor the proposed amendment removing all limits on taxation at this time.

The Legislative Committee is now at work formulating the necessary legislation as above indicated. Members of the Committee will be pleased to have suggestions concerning the form and content and any of the proposed bills.

This Space will carry the Message of the State Teachers College

At Maryville from time to time

Summer term opens May 26, closes August 6.
Short course in Community Leadership week of June 28. School of Citizenship, week of June 28. Short Course in Vitalized Rural Life week of July 12. Summer term closes August 6. Fall term opens September 14.

IRA RICHARDSON, President
Maryville, Missouri

A Preliminary Report of the Committee Of Professional Standards and Ethics

The Committee on Professional Standards and Ethics of the Missouri State Teachers' Association fully appreciates its responsibility in defining the obligations of the members of the profession, and calls upon the superintendents, principals and teachers of the State for helpful suggestions. The whole force of our organization will stand or fall upon the observance or non-observance of certain fundamental principles of professional conduct. A consciousness of the fact that there rests upon us, as a group, obligations toward the community and toward each other must be aroused and we, as members of the Association, must pledge ourselves to meet these obligations.

The following tentative outline, including suggestions from various sources, is submitted for constructive criticism:

1. We believe that all engaged in the work should regard teaching as a profession and a career.
2. We insist that others shall regard teaching as a profession and a career and shall secure for us remuneration in keeping with our professional standing and with the service rendered the State.
3. Our work and our conduct as teachers shall at all times give evidence of increased technical knowledge and professional skill, of scholarship, culture, and high moral purpose.
4. We regard teachers as civil servants whose foremost duty is the promotion of the welfare of the State.
5. We express our willingness to cooperate with all groups of citizens for the promotion of the public good.
6. We consider contracts binding upon teacher and school board alike and one party may not be released from its obligations without the consent of the other contracting party.
7. We agree that a clear understanding of the law of contracts is incumbent upon a teacher. Since a teacher should scrupulously keep whatever agreement is made, he should refuse to sign a contract unjust and humiliating in form.
8. We hold that it is unprofessional for a teacher to sign a yearly contract to teach for a wage that is not sufficient to cover living expenses for twelve months; that no teacher should accept a position at a salary lower than the minimum recommended by the Committee on Salaries of our State Association and that no teacher should underbid another teacher in order to secure a position.
9. It is unprofessional for a teacher to resign during the period for which engaged. He may rightly ask to be released, by giving notice of not less than two weeks, but must in case of refusal abide by his contract.
10. It is unprofessional for a superintendent or other school officer to offer a position to a teacher without first determining the willingness of the teacher's employer to grant a release.
11. It is highly unprofessional for a superintendent or other school officer to visit, with a view to employment, a candidate at work, without the permission of his or her superintendent.
12. It is unprofessional for a superintendent to refuse to aid a successful teacher in securing worthy promotion within his own or another school system.
13. Special certificates granted by County Superintendents and the State Departments should be reduced to the minimum and should be issued only upon thorough examination, in order that a high professional standard for teachers be maintained.
14. We believe that membership in the National Education Association, in the State and District Associations, and active participation in the work of the Community organizations will encourage professional growth and loyalty and will promote cooperation and unselfish service. We believe that no progressive teacher can afford to forfeit his membership in these organizations that make for unity of purpose and tend toward professional solidarity.

Respectfully submitted,

T. C. Gecks, Chairman.
John B. Boyd
Mrs. Arla B. Williams.

"Teach for the love of the dear children," says the tax payer. Oh, no, not until fathers pay taxes for the love of their dear children. The able-bodied man, or man with a good income, who asks the teacher to teach his children for love, is not worthy of his children. (E. A. Winslow in *Danger Signals for Teachers*)

News Notes

LEBANON SCHOOL BOARD SOLVES THE H. C. L. PROBLEM FOR ITS TEACHERS

The board of Education of the Lebanon public schools has rented a large modern dwelling for its non-resident teachers. The house is furnished and a general housekeeper will be employed by the board to cook and keep the house according to the wishes of the ten teachers who will occupy it. The coal will be taken from the regular annual supply of school coal and arrangements have been made for the groceries at wholesale prices. Superintendent Roscoe V. Cramer states that careful estimates indicate that the monthly cost to the teachers will not exceed \$22.50 each. By thus reducing the cost of living and guaranteeing to the non-resident teachers a comfortable home, the Board hopes more easily to retain indefinitely competent and experienced instructors.

COMING BACK TO MISSOURI.—Dr. W. W. Charters who has been out of the State for several years doing research work in the University of Illinois and later in the School of Technology at Pittsburg under the Carnegie Foundation has accepted a position with Stephens College at Columbia, Missouri. Dr. Charters will, it is understood, work on the problem of the curriculum for Women's Colleges. At this time his particular piece of work at Pittsburg is unfinished so that for the first year only about half of his time will be given to Stephens.

Mr. M. Gordon Neale, whom Missouri school men will remember as teacher training inspector during the years of 1915 and '16, has accepted a position in the College of Education of the University of Missouri. Mr. Neale was one of the first to be assigned to overseas duty with the A. E. F. Since his return he has been at work in Columbia Teachers' College and recently received his Ph.D. degree from that institution.

J. J. Oppenheimer has finished his work in Columbia Teachers' College, New York, and has accepted the Deanship of the Faculty in Stephens College.

Francis G. Hale, who resigned the Superintendency of the Centralia schools in 1917 to help drive the Huns out of France, and who after the armistice was signed spent sometime as a student at Oxford, England, has been elected superintendent of schools at Paris, Mo.

J. B. Rogers will take up work again as superintendent of schools at Madison. Professor Rogers, after serving this community for many years, had charge of the schools at Elsberry for a time, which position he resigned for war work, in which he has been engaged up to the present time.

LEAVING THE PROFESSION. Superintendent L. M. List, for the past five years in charge of the schools of Harrisonville, has resigned to accept a business position in Tulsa, Oklahoma, at an initial salary of \$5000.

Geo. Platt Knox, assistant superintendent; Chester B. Curtis, principal of the Central High School; Herman Hoch, principal of the Cleveland High School, all of St. Louis, have resigned to accept business positions, at salaries greatly in excess of what they were receiving.

Principal C. C. Rozelle of Mexico, Mo., has resigned to engage in the jewelry business at Warrensburg. Mr. Rozelle has been connected with the schools of Mexico for many years.

CHANGING POSITIONS. Supt. C. A. Greene, for several years, since leaving the State Department of Public Schools, has been superintendent of Webb City schools has accepted the superintendency of Sedalia schools. Prin. C. W. Oldam, who has been in the Webb City school as principal of the high school succeeds Supt. Greene.

Supt. J. C. Harmon of Nevada public schools has accepted the presidency of Cotter College at that place. His place in the Nevada schools will be taken by C. F. Daugherty, formerly of Bethany.

W. I. Cliver, for several years superintendent of Sweet Springs and recently of California, Mo., has been elected to succeed Supt. J. E. McPherson of Columbia. Supt. J. O. Henderson leaves Plattsburg to take the schools of California; E. A. Malotte of Stewartsville will go to Plattsburg. Prof. McPherson has accepted a position as professor in the department of Agriculture of the Central Missouri Teachers College.

C. A. McComb will have charge of the schools at Marshfield next year.

V. L. Sears leaves Williamsville where he has been for several years to take up work as superintendent of the schools of Eminence.

Prof. A. A. Hoech, State High School Inspector, has been elected superintendent of the Overland Park schools in St. Louis county. Former Supt. H. M. Hinkle has accepted a position in Illinois.

Fayette has elected O. F. Revercomb, a teacher in the Kansas City schools to be their superintendent.

Geo. W. McMurty has been elected to succeed J. W. Houston as superintendent of the Bolivar public schools.

Superintendent Vernon G. Mayes of the St. Joseph schools will be succeeded by his former high school principal, John W. Thalman.

Supt. J. A. Burnside leaves Huntsville to assume the superintendency of Brunswick.

Unionville has elected J. R. Kerr of LaBelle to the superintendency of that place. E. L. Fisher will succeed Mr. Kerr at LaBelle.

Supt. C. S. Cramer of Bunceton has been elected to the Concordia schools and will be succeeded at Bunceton by J. M. Long.

O. L. Loomis will succeed Wm. P. Sachs as superintendent of Potosi schools.

L. E. Morris leaves LaMonte to have charge of the Smithton school.

Supt. P. P. Callaway, of Moberly, who since February has been confined to his bed by a very severe attack of nasal diphtheria, and the effects of the large quantities of anti-toxin administered, is improving rapidly according to recent reports.

Prof. A. G. Capps, now of the University of Illinois, will teach in the department of Education of the State University during the summer term.

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Superintendent W. H. Johnson, for the past four years superintendent of the schools of Portageville will leave the State to assume charge of the schools of Wilson, Arkansas, at a salary of \$3000.

PROF. GORRELL LETS HIS LIGHT SHINE

Several of the boys in the vocational agriculture class of the Mexico High School have distinguished themselves in the field of farm products. Mr. Gorrell, their teacher, has written some very interesting accounts of the work they have done. In a recent issue of the Weekly Kansas City Star he told the story of how one of his boys had won the one-acre contest in corn production last year. This boy, Edward Selb, is in the contest again this year, and Mr. Gorrell says that he is out to win the tractor as well as the prizes at the Missouri State Corn Show.

Not long ago in the "Swine World" he gave an interesting account of how Ralph Jung had sold \$800 worth of pigs from one sow, and accompanied the article with a picture of Ralph and a self-feeder that he had made in the farm shop in connection with his work.

In the "Breeder's Gazette" of April 29th, under the title of "From a \$35 Gilt to a \$3395 Sale," Mr. Gorrell tells how Louis Arnold of Audrain county became a breeder of pure bred Poland China hogs.

These articles show that these boys are doing just the sort of work which vocational agriculture seeks to promote. They show that the teacher appreciates the success they have had. He gives the sort of publicity to the work which is highly desirable. As was said in the California news letter last month: "We must de-

velop in the public an appreciation of our purpose, the means of accomplishment, and the desired results."—From "Vocational News Letter," State Dept. of Ed.

STATE BOARD REVISES PLAN

On April 8th the State Board for Vocational Education revised the plan of reimbursing school boards for salaries of teachers of vocational agriculture and of vocational home economics. This was done because heretofore Missouri has been paying for the time given to the work irrespective of the sizes of classes. This is more than is done in other states. In most states the local district pays one-third and the state and federal moneys pay each one-third of the salaries.

The purpose of the State Board is to make eight students a minimum number for any class, and to reimburse a school board for half salary of such teacher for the time given to the work and to make sixteen students the proper size of class for which full reimbursement will be made. It is hoped that teachers, superintendents and school boards will canvas their territory for desirable students for vocational work and make the state and federal moneys reach the largest number of localities and students.

During the past year three schools failed to enroll eight students in vocational agriculture and six schools received \$1800 for two classes with fewer than twenty students in the two classes. In each of these nine schools it is believed that much larger enrollment could have been secured with proper effort and that three of the schools should have handled their entire enrollment in one class—From "Vocational News Letter," State Dept. of Ed.

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Official Proceedings

of the
General Sessions of Fifty-Seventh Annual Meeting of M. S. T. A. Held in Coliseum,
St. Louis, Nov. 6, 7, 8, 1919



MISS T. C. GECKS, President Missouri State Teachers' Association, 1917-'18 and 1918-'19

FIRST GENERAL SESSION—THURSDAY MORNING, NOVEMBER 6, 9 O'CLOCK

The Fifty-seventh annual session of the Missouri State Teachers' Association was called to order in the Coliseum, St. Louis, at 9 a. m., November 6, 1919, by the President, Miss T. C. Gecks.

Mr. E. L. Coburn, Supervisor of Music, St. Louis Public Schools, was leader of the community singing. The singing was accompanied by the Soldan High School Orchestra, M. Teresa Finn at the piano.

The invocation was given by Rev. T. H. Woodrow, President Church Federation, St. Louis.

Superintendent John W. Withers of St. Louis delivered an address on "Some After-

Effects of the War on Educational Theory and Practice."

Hon. Sam A. Baker, State Superintendent of Public Schools, Jefferson City, delivered an address on "The Educational Outlook in Missouri."

Mr. O'Rear who was to have given a report of the Executive Committee gave the time assigned to him to Mr. L. B. Lampson, secretary of the American Federation of Teachers, who spoke on the advantages of teachers affiliating with labor organizations. Mr. W. W. Martin of Cape Girardeau took the negative side of the question discussing the disadvantages of such an affiliation.

"The Professional organization of Teachers" was the subject of Dr. George B. Stray-

er, Columbia University, New York City.

Miss Julia Lathrop, Chief of Children's Bureau, Washington, D. C., spoke on Child Welfare and the Nation.

No further business appearing the meeting adjourned.

SECOND GENERAL SESSION—THURSDAY EVENING, NOVEMBER 6, 8 O'CLOCK

Meeting called to order by the president, Miss Gecks.

Music: Community Singing. Leader, E. L. Coburn, St. Louis. Accompanied by Grover Cleveland High School Orchestra, D. H. Cleland at the piano.

The invocation was given by Most Rev. J. J. Glennon, Archbishop of St. Louis.

"Thrift Education as a Factor in Individual Progress and National Strength" was the subject of an address given by Mr. L. A. Wilson, Government Director, Eighth Federal Reserve District, Savings Division, Treasury Dept., St. Louis.

Prof. M. A. O'Rear, Chairman of the Executive Committee, read the report of the Executive Committee. The report follows:

Report of Finance Committee

To the Missouri State Teachers Association:

In compliance with Article VI, Section 4, of the Constitution and By-Laws of this Association, your Executive Committee presents the following report of the business transactions by it since the annual meeting of the Executive Committee at St. Louis, January 4, 1919.

The financial statement and other transactions of the Executive Committee covering the period from June 1, 1917, to December 30, 1918, were reported by Chairman Emberson and published on pages 7 to 9 of the Bulletin of January, 1919.

The complete statement of the Treasurer showing the financial conditions of the Association from December 30, 1918, to June 2, 1919, was published in the October number of the Bulletin, pages 28 to 32. By way of a general summary, the following financial statement is submitted herewith:

Financial Statement Association Funds, June 2, 1919

Resources

Balance, June 2, 1919.....	\$1,859.11
Uncollected Adv.	447.70
Due from Reading Circle for promotion in Bulletin	150.00
Total	2,456.81

Liabilities

Printing April Bulletin, unpaid (estimated)	200.00
Balance Association Funds	2,256.81

Financial Statement Reading Circle Funds, June 2, 1919

Resources

Balance, June 2, 1919	\$4,660.19
Books on Hand—paid in full.....	169.03
Due from Districts for P. R. C. Books	556.19
Rebate due on P. R. C. Books (estimated)	400.00
Total	5,785.41

Liabilities

Due Association for Promotional work in Bulletin	150.00
Balance R. C. Funds	5,635.41

The report of the finances from June second, 1919, to November first, 1919, as given below is estimated on the basis of facts as known to the Secretary-Treasurer.

Association funds (estimated advance enrollments) \$12,000.00. Of this amount \$1200.00 is due the various District Associations.

Balance due Central Association....\$7,800.00

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Advertising fees due	1,600.00
Total resources	9,400.00
Bills, Program Expenses, etc.	3,060.00
Net balance estimated	6,340.00
Reading Circle funds, November first balance, estimated	\$5,000.00

Complete sworn statements over the signature of the Secretary-Treasurer will be made and published in the January, 1920 Bulletin. These statements will show all of the transactions and the exact financial condition of all of the Association and Reading Circle funds.

The Association may be interested to know that all books and accounts of the Secretary-Treasurer are carefully audited annually by expert accountants under the direction of the Executive Committee.

A remarkable feature of the activities of the Association is the rapid growth of the Pupils' Reading Circle business shown by the following figures:

Year 1915-16 (June 1) Total....	\$ 3,150.36
Year 1916-17	18,830.46
Year 1917-18	26,392.61
Year 1918-19	35,651.46
Year 1919-20 (to November 1) ..	22,000.00

It is estimated that the year 1920 will show a total of at least \$75,000.00 worth of business.

The Association may also be interested in knowing that during the last three years a loss of something less than two dollars has been sustained. This remarkably small loss speaks volumes for the integrity of the teaching profession of the state.

Referring to the Teachers' Reading Circle business, the Secretary-Treasurer states that business in that branch has been maintaining a rather steady level and that the current year promises to show a considerable increase.

In response to the Committee's request of January 4, 1919, five thousand two hundred and ten teachers and other friends of education paid their enrollment fee for the year 1918-1919 and thus made it possible for the Association to come through in excellent financial condition. A vote of thanks is due to all who so patriotically responded to the urgent need of the hour.

Responding to what seemed to be an urgent demand, the Executive Committee, through its Chairman, appointed a special committee on the revision of the Association's Constitution. This committee has given care-

ful thought to the needs of the hour and will submit a report to this convention for its consideration at some time during the meeting.

During the last year the Executive Committee has been studying the question of the wisdom of establishing a monthly school journal under the direction and control of the State Association. Up to the present moment, however, the Committee has not been able to see its way clear to establish a school journal at once. It may be said, however, that the Committee expects to continue the study of this problem under the Association's direction.

The Executive Committee has also throughout the year 1918-19 been considering the question of whether it would be wise to make a test case of the liability of boards of education for the payment of teachers' salaries during the time that the schools were closed on account of the influenza epidemic of 1918. Many cases have been carefully investigated and others are still under investigation. It is the intention of the Committee to continue the study and if an entirely clear case can be found to carry it through to the Supreme Court of the State. This is being done in order that the rights of teachers may be thoroughly defined and understood by all concerned.

Other committees provided for at the 1917 meeting have been continued and will present their reports later in the session.

Finally, the Committee wishes to congratulate the Association on the fact that finances are in such excellent shape in spite of the fact that no meetings, either central or district, were held during the autumn of 1918 on account of the influenza epidemic.

Respectfully submitted,

M. A. O'Rear, Chairman

Prof. J. D. Elliff gave a report of the Legislative Committee. The report of this committee was printed in the December, 1919, Bulletin Missouri State Teachers' Association.

Mrs. George Gelhorn, President of the Missouri League of Women Voters, St. Louis, gave an address on "Woman's Place in Politics."

Dr. Marion L. Burton, President of the University of Minnesota, Minneapolis, addressed the convention on the subject of "The New American."

STEPHENS JUNIOR COLLEGE

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Fully Accredited as a Junior College by the North Central Association, by the University of Missouri and Other Standard Institutions

On account of the remarkable growth of the college, and the fact that it has been impossible for the last three years to admit all who applied for entrance, the Board of Curators of the College have completed a campaign for \$500,000 to provide additional buildings, equipment and endowment for Stephens College. The enrollment for 1919-20 is 450. More than 200 were turned away for lack of accommodations.

For Catalog and information address

JAMES M. WOOD, A. B., B. S., University of Missouri;
A. M., Columbia University.

No further business appearing the meeting adjourned.

THIRD GENERAL SESSION—FRIDAY MORNING, NOVEMBER 7, 9 O'CLOCK

Division I—Elementary Education, Central High School Auditorium, Grand Avenue and Windsor Place.

Meeting called to order by Vice-President Zeigel. The following program was rendered:
Music: Community singing, Arthur Davis, Leader. Accompanied by Central High School Orchestra.

Dr. J. L. Meriam, University of Missouri, Columbia, delivered an address on "An Elementary School Curriculum for To-day."

An address on "The Rejuvenation of Geography" was delivered by Whitbeck, Professor of Geography, University of Wisconsin, Madison, Wisconsin.

Address, The Elementary School and Missouri School Survey, Uel W. Lamkin, Washington, D. C.

An address, "Music and Wholesome Living," was delivered by Chas. H. Farnsworth, Department of Music and Speech, Columbia University, New York City.

"Education for Freedom, Through Freedom" was the title of an address given by

Miss Patty S. Hill, Columbia University, New York City. Lecture illustrated by stereopticon views showing recent experiments along lines indicated.

No further business appearing the meeting adjourned.

Division II. Secondary and Higher Education, Statler Ball Room

The following program was rendered:

Mr. Eugene Hahnel lead the community singing, accompanied by the Grammar School Orchestra.

Dr. Frederick Aldin Hall, Chancellor, Washington University, St. Louis, delivered an address on "Education Versus Efficiency."

An address, "Training for Business in the Public Schools," was given by Dr. W. F. Gephart, School of Commerce and Finance, Washington, University, St. Louis.

Prof. G. A. Miller, University of Illinois, gave an address on "The Historical Point of View in Teaching Science—Especially Mathematics."

Hon. F. C. McIntosh, Member Federal Board of Vocational Education, Washington, D. C., delivered an address on "Vocational Guidance."

No further business appearing the meeting adjourned.

Division III. Community Auxiliary Agencies,

Franklin School Auditorium, 19th and Morgan Streets.

The meeting was called to order by the Third Vice-President, Louis Theilman. The following program was rendered:

The Porter School Junior Band under the direction of W. A. Howland, Director of Municipal Band, Kirksville, furnished the music.

Miss Ella Victoria Dobbs, Columbia, delivered an address on "Community Spirit—How Shall We Get It?"

"Community Activities in Rural Schools" was the title of an address delivered by Miss Charl Williams, Superintendent of Schools, Shelby county, Memphis, Tennessee.

Mr. R. H. Emberson, University of Missouri, Columbia, addressed the convention on "The Boys and Girls Clubs of Missouri."

Mrs. Anthony Ittner, St. Louis, delivered an address on "The Teacher's Share in the Responsibility for Correct Child Feeding."

An address entitled "Practical Health Education" was given by Mrs. Walter McNab Miller, St. Louis.

"New Schools for Old" was the title of an address given by Mrs. Marie Turner Harvey, Kirksville. Lecture illustrated by stereopticon views showing recent experiments in Rural Schools.

No further business appearing the meeting adjourned.

FOURTH GENERAL SESSION—FRIDAY EVENING, NOV. 7, COLISEUM,

Jefferson and Washington Avenues

Concert—8:00 P. M.

Given by six hundred pupils selected from the five different high schools. Accompanied by a combined high school orchestra of fifty pieces. Assisted by Mrs. D. H. Cleland, Soprano; Miss Nellie Hartness, Soprano; Miss Sara M. Conlon, Alto; Mr. Wm. John Hall, Tenor; Mr. John Rohan, Bass. Accompanists, M. Teresa Finn, D. H. Cleland, Arthur Davis. Director, E. L. Coburn, Supervisor of Public School Music.

Program**Part I**

1. Community Singing, audience and singers.
2. Chorus, Medley of National Airs, Our Fighting Allies.
3. Baritone Solo, Prologue from Pagliacci Leoncavallo, Mr. John Rohan.

4. Chorus, Smugglers (From Opera La Traviata) Verdi.

5. Quartette, Selected, Mrs. D. H. Cleland, Miss Sara M. Conlon, Mr. Wm. J. Hall, and Mr. John Rohan.

Part II.

1. Chorus, Unfold Ye Portals (From the Redemption).

2. Soprano Solo, My Heart to Hear Thy Sweet Voice, Saint Saens, Mrs. D. H. Cleland.

3. Chorus, Sanctus from St. Cecelia Mass, Beethoven, Solo, Oblagata, Miss Nellie Hartness.

4. Quartette, The Americans Come, Fay Foster Mrs. D. H. Cleland, Soprano; Miss Sara Conlon, Alto; Mr. Wm. J. Hall, Tenor; Mr. John Rohan, Bass.

5. Chorus, Hallelujah, From the Messiah, George Frederick Handel.

"Hallelujah For the Lord God Omnipotent Reigneth."

"The Kingdom of the World is become the Kingdom of our Lord and of His Christ; and He shall reign forever and ever, King of Kings and Lord of Lord's, Hallelujah."

FIFTH GENERAL SESSION—SATURDAY MORNING, NOV. 8, COLOSSEUM,

Jefferson and Washington Avenues

Music: Community Singing. Leader, Glenn M. Tindall, Accompanied by McKinley Orchestra.

Rabbi Samuel Sale, Shaare Emeth Congregation, St. Louis, gave the invocation.

Supt. W. W. Thomas gave a report of the Committee on Necrology. On motion of Mr. Thomas, duly seconded, the report was unanimously adopted. The report will be published in a future issue of the School and Community.

An address on "Food Relief in War Stricken Europe" was given by Miss Jane Addams, Hull House, Chicago.

Hon. S. D. Fess, member of Congress, Washington, D. C., spoke on "Some Problems of Reconstruction Now Facing the Country."

Hon. J. M. Atkinson was next introduced and spoke for a few minutes on the need of a new state constitution.

Mr. Wm. P. Evans of St. Louis, treasurer of the Constitutional Convention Committee, gave a report of the committee, which upon motion, duly seconded, was unanimously endorsed by the convention.

E. M. Carter, secretary of the Reading Cir-

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cle Board, next gave a report of the reading Circle work. The full report will be printed in the July issue of the official publication.

In the absence of Dr. A. Ross Hill, chairman of the Committee on Resolutions, Mr. C. A. Phillips, secretary of the committee, gave a report of the Committee on Resolutions.

Mr. W. T. Carrington offered the following supplementary resolution, which on motion, was unanimously added to the committee report: This Association hereby endorses the efforts of the American Home Economics Association to secure the enactment of a law by the National Congress putting Home Economics on an equal basis with Agriculture, and the trades-industries in the National Program of Vocational Education.

Mr. O'Rear offered the following resolution relative to the United States Railroad Administration which was also unanimously adopted: We wish to thank the United States Railroad Administration for the very courteous consideration which has been shown to the members of the Missouri State Teachers' Association.

Mr. T. E. Spencer offered the supplementary resolution below: The thanks of the Association are hereby tendered to the press of St. Louis for the comprehensive report they have made of our proceedings. This, on motion duly seconded, was unanimously adopted.

Mr. C. J. Burger of Hannibal offered the following resolution which was unanimously accepted by the convention: We endorse the Smith-Towner bill providing for a Department of Education and appropriating money for the aid of education by the Federal Government.

State Superintendent Baker offered the resolution below which was unanimously adopted: We thank the people of St. Louis for the splendid treatment accorded to us during this convention.

Mr. C. A. Phillips moved that the original report of the Committee with amendments be adopted. The motion was seconded and unanimously adopted. The report of this committee was published in the December, 1919, Bulletin.

Mr. Williams, chairman of the Committee on New Constitution, spoke briefly, discussing the advantages of the new constitution and its principle features. After the discussion, he moved that the report of the com-

mittee as printed in the official program be adopted. The motion was seconded.

Mr. Spencer, a member of the New Constitutional Committee, next spoke, mentioning that some changes had been made in the constitution as printed in the official program, thus improving the constitution. The copies of the constitution as revised were distributed among the members during the present session. Mr. Spencer then moved the adoption of the later draft of the constitution as distributed among the members as an amendment for the one printed in the Program, and that the part be adopted beginning with the words "Constitution and By-Laws of Missouri State Teachers' Association" and ending with the words "Life members" in Article III be adopted because no change had been made in this part. This motion was seconded and carried unanimously.

Mr. C. H. McClure next made a statement as to his position on the new constitution, saying that he was strongly in favor of same.

Mr. Spencer then moved that Article IV be adopted. The motion was seconded. On motion duly seconded and carried the following sentence as an amendment was added to Article IV: "Any active member of this Association shall be eligible to hold office or serve on any committee of this Association." Article IV as amended was then unanimously adopted.

Mr. Spencer then moved the adoption of Articles V and VI. The motion was seconded and carried unanimously.

Mr. Spencer next moved the adoption of Section 1, Article VII. The motion was seconded and carried unanimously.

Mr. Spencer next moved the adoption of Section 2, Article VII.

Mr. Dearmont moved that Section 2, Article VII be amended by striking out all of the section after the words "major fraction thereof." This motion was seconded. On vote the amendment was lost.

Mr. O'Rear, of Springfield, moved that Section 2, Article VII be amended by adding after the words "major fraction thereof" the following sentence: "In the election of delegates from Community Associations having more than one delegate at least one-half of such delegates shall be class-room teachers." The motion was seconded and carried, and the amendment therefore added.

Mr. Spencer then moved that Section 2, Article VII as amended be adopted. The motion was seconded and carried.

Mr. Spencer then moved that Sections 3, 4, 5, 6, 7, and 8 of Article VII be adopted. This motion was seconded and carried.

Mr. Spencer then moved the adoption of Section 1, Article VIII.

Mr. Crissman moved that Section 1, Article VIII be amended by adding the following sentence after the words "in which they teach:" "Nor shall any person belong to more than one Community Association." This motion was seconded and carried.

Mr. Spencer then moved that Section 1, Article VIII as amended be adopted. The motion was seconded and carried.

Mr. Spencer moved that Sections 2, 3, and 4 of Article VIII be adopted. The motion was seconded and carried.

He next moved that all of Articles IX, X, and XI be adopted. The motion was seconded and unanimously carried.

Mr. Spencer moved the adoption of Article XII. The motion was seconded.

Mr. Martin of Greene county offered the following: "That Article XII in reference to the initiative and referendum be stricken out entirely and that a committee be adopted to draft an initiative and referendum plan of action to be submitted to the members after the organization is formed."

At this point, Mr. Williams, chairman of the New Constitution Committee, objected, saying that he objected to taking out the initiative and referendum all together. The original question was then called for and Article XII as printed was adopted.

Mr. Spencer then moved the adoption of Article XIII. The motion was seconded and carried.

He then moved the adoption of Article XIV. The motion was seconded and carried.

Mr. Spencer moved the adoption of Article XV. This motion was seconded.

Mr. Douglass of Cape Girardeau moved that Article XV be amended by striking out the words "two-thirds" in line three and substituting in lieu thereof the word "majority." This motion was seconded and after some discussion was adopted.

Mr. Farley of Cape Girardeau moved that Article XV be amended to provide for the initiative in accordance with the provisions of the initiative in Article XII, Section 2. Mr.

Spencer objected to the amendment as being loosely drawn.

Mr. Williams, Chairman of the New Constitution Committee, said that the only condition under which he would be willing to accept the proposed amendment of Mr. Farley is that the proposed amendment be submitted to the Secretary at least sixty days before it is voted on and be published in the official organ of the Association, thirty days before being voted upon. Mr. Farley on being questioned by Mr. Williams, stated that he would accept Mr. Williams' condition regarding the amendment. This being done, the Chairman put Mr. Farley's motion providing for the amendment of Article XV. The motion was seconded and carried. Article XV as amended reads as follows:

This Constitution may be altered or amended at any regular meeting of the Assembly of Delegates by a majority vote of the delegates present and voting; but any proposed change must be submitted in writing to the Secretary-Treasurer of this Association at least sixty days before the Annual Meeting; must be brought before the Community Associations for consideration by publication in the official organ of this Association; must be published in the Annual program, and must be read before the Assembly of Delegates at least twenty-four hours before it is acted upon.

This Constitution may also be amended by the Initiative and Referendum, as described in Article XII, Section 2, provided that the proposed amendment be submitted to the Secretary at least sixty (60) days before it is voted on, and be published in the official organ of the Association, thirty (30) days before being voted on.

Mr. Spencer next moved the adoption of Article XVI. This motion was seconded and carried unanimously.

Mr. Spencer next moved the adoption of the By-Laws, including laws 1, 2, 3, 4 and 5. The motion was seconded and carried unanimously.

Mr. Spencer moved the adoption of By-Law 6. This motion was seconded and carried unanimously.

Mr. Spencer next moved the adoption of the entire new constitution as amended during this session. This motion was seconded and after some discussion was adopted by a large majority.

The report of the Committee on Time and Place was next called for. The Secretary, Mr. Carter, read the report of this Committee at the request of the Committee Secretary. The report follows:

REPORT OF COMMITTEE ON TIME AND PLACE

We, your Committee on Time and Place, beg leave to recommend Kansas City as the next place of meeting. We recommend November 4-6, 1920, as the date of meeting. (Note: The date was later changed by the Executive Committee to November 11-13, 1920.)

Respectfully submitted,
Dr. J. A. Thompson, Chairman, Tarkio.
J. U. White, Secretary, Flat River.

Mr. J. D. Elliff presented the report of the Committee on Nomination of Officers. He moved the adoption of the report. This motion was seconded and carried unanimously. The report follows:

REPORT OF COMMITTEE ON NOMINATION OF OFFICERS

We, your Committee on Nomination of Officers, beg leave to submit the following report:

President, George Melcher, Kansas City.
First Vice-President, Miss Beulah Bruner, Maryville.

Second Vice-President, C. E. Chrane, Boonville.

Third Vice-President, Mrs. Clara E. Graham, Charleston.

Members of the Executive Committee:

P. P. Callaway, Moberly, six-year term.

A. L. Threlkeld, Chillicothe, five-year term.

Respectfully submitted,
J. D. Elliff, Chairman, Columbia.
Lucy J. Smoot, Secretary, Kansas City.

Mr. W. T. Carrington, Chairman of the Committee on Interscholastic Athletics, gave the report of this committee. He moved the adoption of this report which was seconded and unanimously adopted. The report follows:

REPORT OF COMMITTEE ON INTERSCHOLASTIC ATHLETICS

1. Interscholastic Athletics should be considered a part of an educational policy of the state and grow out of a system of physical education. Competitive foot-ball, basket-ball, base-ball and other field games should be held under rules and regulations promulgated



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by some central state authority, and these should be based on a well developed system of physical education and growing out of previous general physical training of all those who take part. This should be so managed as to encourage the participation of all students, and to discourage competition with schools and institutions that do not give systematic physical training to all of their students.

2. **Physical Education should be made an integral part of the Course of Study of our entire public school system.** The war has brought us face to face with some facts relating to the physical condition of our young men that should precipitate a reorganization of our courses of study so as to include all health problems, the study of anatomy, physiology, hygiene and sanitation, and the practices usually referred to as first aid and community nursing. It should include all recreative functions of the body—eating, drinking, sleeping and systematic exercise to strengthen the weaker bodily organs. The purpose should be to preserve the normal healthy bodily condition with which a large majority of children are endowed and to restore such bodily condition as far as possible to chil-

dren who, from one cause or another, have been deprived of such rich heritage, or to children, who through the carelessness or ignorance of parents, or through unfortunate circumstances, have been forced into a physical handicap.

3. **Every county or city school system should have a director or supervisor of physical education under the direction of the county or city superintendent of schools.** Such an official should direct and control all health instructions in all grades of the public schools, should direct all the physical training and play ground activities, should conduct or supervise physical examinations of all children, and should have supervisory control of all community nursing, such as is now provided for by law. Such officer should, in connection with boards of health, see that all laws, rules and regulations relating to health and sanitation are properly enforced. Growing out of proper instruction in the schools and supervised play activities may properly come competitive contests between classes or other groups. Health instruction and supervised play should be amply provided for in the state course of study and required in all grades.

4. Every state institution and every large high school should have a department of physical education on the same basis as other large divisions or departments. The University should have a "School of Physical Education" with a dean whose qualifications and salary should equal those of other deans. All colleges should have in their faculties professors of physical education, and every large high school should have an instructor in its teaching staff on an equal footing, both as to salary and duties, with any other. All such deans, professors or instructors should have high qualifications and special training. The curriculum relating to the department should be as extensive and the requirements as certain and exacting as those of English or mathematics. He should have assistants sufficient to make a thorough and systematic physical examination of every student, and be given authority to control and instruct them in all things relating to health and to give individual treatment if necessary. Following and growing out of such instruction, and as a necessary part of such control will come play ground and gymnasium activities. At proper time and under competent supervision will come competitive games. In such way may athletics properly become a part of an institution's educational activities. In no other way should they be encouraged or allowed.

5. The most valuable means of physical training is a system of games and sports that will carry over into the after-school life and become a part of the social life of a community. The emphasis in present day athletics is upon sports that must be put aside when one leaves school. We are a sport loving people and cannot find complete satisfaction in the in-door or gymnasium exercises. Students should be introduced to the widest possible range of games and sports, and every student interested in as many as possible with due regard to what is best for his individual development and which he may, with propriety, practice through life and at the same time cultivate in him proper ethical and esthetic judgment.

6. Every teacher in the public schools should be able to instruct her pupils properly in health studies and to give right physical training. To this end every applicant for a teachers' certificate should be examined on questions and health tests prescribed by the State Department of Public Schools. Every teacher-training institution should require

every student to prepare to give such instruction and to promote both school and community play activities.

7. Interscholastic athletics should be between schools of the same rank and conducted by rules and regulations applying to the entire state and to call for the participation of many instead of few students.

8. Your committee recommends that the Executive Committee of the State Teachers' Association appoint a permanent committee of seven representatives of all the school interests of the state with instructions to proceed with plans to secure conditions above designated at the earliest possible date.

Respectfully submitted,

W. T. Carrington,
J. N. Crocker
Charles Collins
Committee.

Mr. Melcher, the new president, was escorted to the platform by Messrs. O'Rear and Emberson, the retiring members of the Executive Committee, and was presented to the Convention by the retiring president, Miss Gecks, who thanked the Association for courtesies and assistance rendered during her two years as president. She bespoke the hearty co-operation of every member with her successor, Mr. Melcher.

The new president, Mr. Melcher, on taking the gavel was warmly welcomed and thanked the Association for the honor conferred upon him. He asked the further pleasure of the meeting.

At this point Mr. Spencer stated that he had found on the desk a bouquet of flowers, which he presented to the retiring president, Miss Gecks. With the bouquet of flowers there was a card with these words on it: "Just to remind you of the pride we women have in your success as the first woman president of the Missouri State Teachers' Association." Then a beautiful cameo pin was presented to Miss Gecks. During all this time the Convention warmly applauded Miss Gecks and expressed its appreciation of her work, and enthusiastically welcomed Mr. Melcher, the new president.

No further business appearing, the meeting adjourned.

Miss T. C. Gecks, President.
E. M. Carter, Secretary.

Declaration of Aims, Purposes and Methods of the Production Bureau

The Development Service Department

Chamber of Commerce

TO AID THE STATE and the Cities—and especially the City of St. Louis—to more fully realize their inter-dependency and the necessity of helping and co-operating, each with the other, for the betterment of all; and, with such purpose, the following principles and plans for the conduct of the Bureau are declared and set forth:

(a) **Relations with Federal and State Departments.** In all statements pertaining to agriculture, the Bureau will use the facts and figures officially given out or approved by the Federal and State agencies of agriculture, and, will upon invitation of the State Board of Agriculture and the Agricultural Extension Service of the College of Agriculture of the State University, co-operate in any movement, to advance the agricultural and live stock interests of the State. Relating to educational matters, the Bureau will co-operate with the Superintendent of Education and the State University and all the educational forces of the State; it will co-operate with the State Highway Commission, in County Bond Issue Campaigns and every project which tends to promote the interest in Good Roads.

(b) **Relations with Commercial Bodies:** The Bureau will assist the Commercial Organizations in whatever way may be practicable, by sending speakers, or giving them such data and information as it may possess; but it will do this only on the specific request of such organizations, and will extend its assistance in the manner desired by the organization.

(c) **The Bureau's Function in Cities—and Especially in St. Louis:** It will be the purpose of the Bureau to bring to the attention of business and professional men and women in cities, the wisdom and necessity of co-operating with other cities, towns, villages and rural communities, in the manner set forth in paragraphs (a) and (b) to the end that the industries of the State, including both agricultural and manufacturing, may be done in a way to bring the best results; to remind business men that all production originates with the soil, the mines, the forests and the fisheries; and that the manufacturer, the wholesaler, the retailer and the banker being dependent on these four sources of primal supply, must, in their own interests, co-operate more fully in their development.

To Summarize: It is the general purpose of the Bureau to aid in every proper way, in the development of the productive interests of the State, and to do this by working **with** constituted organizations and not **around** them. It is **not** the intention of the Bureau to undertake to discover new methods of farming, or to "preach" to those engaged in farming, or to transmit to others, data or advice on the subject, except in cooperation with the Agricultural Department and the Extension Service. For example: If the Bureau be requested to send a speaker to help a County Agent in a campaign, it will be his endeavor to influence his hearers to adopt the agent's (approved) method) but it will be left to the agent himself or the Department to decide as to the actual advice to be given on farming methods.

This Declaration of Principles is issued to prevent any possible misunderstanding as to the intentions of the St. Louis Chamber of Commerce in establishing the Bureau. And, in order to carry the principles into effect, a detailed and specific program of work will be prepared, after conference with State and Federal Officials, and with representative Commercial Organizations.

SERVICE BUREAU COMMITTEE (signed) John G. Lonsdale, Chairman; F. W. A. Vesper, Duncan I. Meier, L. Wade Childress, M. L. Wilkinson, A. S. Rauh, Edward Buder.

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SUCCESSOR TO THE BULLETIN

Published monthly by the Missouri State Teachers Association

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A Work That Endures

He built a house--time laid it in the dust.
He wrote a book--its title, now forgot.
He ruled a city, but his name is not
On any tablet graven,
Where moth can gather from disuse, or marble bust.

He took a child from out a lowly cot
Who on the state dishonor might have brought,
And reared it a Christian's hope and trust.

The Child, to manhood grown, became a light
To many souls, and preached, for human need,
The wondrous love of the omnipotent,

That work has multiplied like stars at night,
When darkness deepens. Every noble deed
Lasts longer than a granite monument.

Author Unknown

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NO. 4

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Successor to

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THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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EDITORIAL

What Horace Mann said three generations ago is as true and as appropriate now. He said, "A man's patriotism is measured by his interest in public schools." Can a man reasonably claim a love of country, can he vindicate himself of the charge of un-Americanism, when his action, official

Interest In Schools Measures Patriotism

and unofficial indicate that he is opposed to or not interested in the

machinery that makes the life of his country possible? Patriotism is not the *transfer* of interest from self, home, children, business to interest in civic welfare; but it is the expansion of that interest to include the welfare of others, to include interest in community, state and nation. It is the growth of one's vision to the point where one can see the good of each encompassed in the good of all. The public cannot safely trust its welfare in the hands of those who listen to the "pussy footing" enemies of our public schools who whisper into their ears, "too much taxes," "keep the valuations low," "Unconstitutional" and other phrases that are usually prefaced by the hypocritical untruth, "I am in favor of good schools, but . . ." In this day, as never before, should the public demand of its servants a clean wholesome record in the matter of the support of public schools, for it is the schools that are furnishing, today, and on every day, that never-ending stream of new life which will make or mar the community the state and the nation. A little group of men in state offices that nominally bear no relation to our public school is really the guard of the fountain head of our school revenues, the State Board of Equalization. Will the citizen-

ship of our State see to it that only those who have actively worked to keep the channel open are returned to their positions as guards of the source?

The eight Community Teachers' Associations of Kansas City have done a work that should serve as an example and an inspiration to all the Community Associations of the State.

The Kansas City Teachers' Campaign

The story of this campaign is briefly and modestly told

on another page of this issue by the chairman of the Cooperative Council of the Kansas City Associations which was the central working and coordinating organization. The hearing before the State Board of Equalization was the climax of the work and represented the cumulative efforts of several months. In impressiveness and force it was sufficient to penetrate skulls of adamant, had that been necessary. There was no denying, when one saw the splendid array of citizenship that came with the teachers to Jefferson City, that Kansas City was aroused and meant to get an increase in valuations that would be really worth while to their schools. At the hearing the teachers played an inconspicuous part. They were wise in seeing what teachers frequently do not see, namely, that teachers do not talk the language of the practical politician and that there were voices in Kansas City whose tones were music to the ears of the State Board and tongues that spoke a language whose meaning was clear to their intellects. These voices and tongues were the ones the teachers used to tell their story. A list of the speakers would never suggest to the

minds of the ordinary Missourian a meeting the chief topic of which was better schools, but rather it would suggest two political conventions. Joe Shannon, Miles Bulger, ex-Mayor Beardsley, Floyd Jacobs, Tom Marks, and others more or less known in the field of partizan politics look as strange on such a program as the name of Bryan would on a program of the American Brewers' Association. But they were there. They spoke. The state officials heard them and understood. The result is that Kansas City schools are to be taught next year by teachers, each of whom will receive \$450 dollars more for her services. They will feel that they are serving a community appreciative enough to deserve the best that is in them.

Superintendent Sam A. Baker has issued a new "State Course of Study in Agriculture for the Elementary Schools in the State of Missouri." According to the foreword this course is a detailed outline for the work during the term of 1920-21 and is to be done by the

State Course of Study in Agriculture A and B classes working together, which is a continuation of the four year rotation plan introduced in 1917 and written into the course in 1919. The following quotation represents the spirit of the new course: "It is quite easy to secure a lively interest in agriculture not only on the part of the pupils but also on the part of the parents, provided the subject is handled in a practical way. Do not study about things, but study the things themselves. A good way to kill interest in agriculture is to simply study a book. That is like the teacher who drew down the window shades tightly while the circus parade passed by in which was a large giraffe, and the next day required all the pupils to write a composition on the giraffe which they had never seen."

The course is given to "soils" during the first two quarters, to "the home" during the third while the fourth quarter deals with "social and community work." The pamphlet will be welcomed by the teachers of the State as a real guide, full of rich suggestions. Inspectors Pummil and Reavis, who had in hand the details of work are to be complimented on this production which will go far toward vitalizing and systematizing the teaching of agriculture in the elementary school throughout the State.

Bert Cooper of Nodaway county is enjoying, and deservedly enjoying, the spotlight on the stage of educational action in Missouri. The Country Gentleman of July 3rd under the caption "Vitalized Teaching in Country Schools" gives the schools of Nodaway a two page write-up, refreshing in every detail. The article written by A. B. McDonald, one of the Country Gentleman's regular editorial staff,

Bert Cooper on The Map is well illustrated by pictures of the pupils engaged in their vitalizing activities.

By specific incidents it shows how the various subjects of the course have been brought to life and usefulness by the study of real things and actual life problems; how school houses have been transformed from the drab of decadence to the hue of health; how communities that had turned away from the school with a sad indifference have returned to it as the promise of a new era in community life; how teachers' salaries have been raised as a result of this new hope; how boys and girls have come to look on the school as their school, their friend and their helper and have assumed an attitude of interest and diligence; how tardiness and truancy have disappeared; how pupils have turned from books to things and then back to books as tools and helpers with an avidity that makes teachers and educators smile at their

own stupidity in not having applied the pedagogy they have so long studied, recited and taught. Mr. Cooper has spent six weeks this summer in Oklahoma and Utah helping to spread the gospel of vitalized teaching and it appears that the teachers of these states do not take to their cyclone cellars when they see a new idea forming on the horizon but go out to meet it, look it over and the bolder ones even venture to try it out, which in this case means that they accept it.

John Doe manufactures a washing machine that folk need and buy, he is therefore entitled to become a millionaire with all the rights and privileges thereto pertaining. He can have summer homes, winter homes, servants

A Double Standard Of Remuneration

galore, political influence even to the selection of candi-

dates for the senate or presidency, if he does not care to be burdened with the offices himself. He is a social lion, a popular hero, before whom common folks bow down and pray. He is pointed out by fathers as an example of success and mothers yearn that their daughters may be admitted to the society of his sons. It is little wonder that he looks upon himself as a sort of demigod whose will is law and whose function is to direct the motions of the sphere in which he moves.

Richard Roe is a school teacher. In his impressionable days he became enamored with the idea of "social service." He does a work that society needs and he gives himself to a service that contributes to the common good. He is entitled by the rules of the society that he serves to a very poor home, usually a rented one, his wife must toil as a domestic, his children have to dig for themselves. He has no political influence. He may vote, if he does it quietly so that "the patrons" won't discover just what his political coloring is.

He must not, under penalty of losing his position, become active in any sort of political movement. If he casts off the chains of his profession and becomes a statesman he must not make money out of his office or he will be branded as a crook who has sold out to the predatory interests.

John and Richard both render service. There are few who will admit that the former renders a better service to the community than the latter but all agree that the one is entitled to be paid in the coin of the realm while the other must be satisfied with a mere pittance; that one may become a political and social leader while the other must remain obscure in both; that one should accumulate enough to make his family independent while the other must, if he be courageous enough to have a family, do so with the knowledge that he can contribute little to their physical comfort and needs.

Our ideals need readjusting. We give one too much and the other too little.

ORGANIZATIONS must function or die. There is no alternative. Life and inactivity are as incompatible as life and death. When an organ ceases to function it atrophies, becomes vestigial and may be a source of infection to the otherwise healthy body. Community Associations that neither commune

**Why Will
Ye Die? *** nor associate have nothing to give to the body by the Association but a diseased and weakened condition. What can a community association do? There's a plenty. Our legislative program should become as familiar to each teacher in the State as are the A B C's. The arguments for and against each proposed law and item should be at tongue's end. Meetings and discussions on this subject alone should be frequent during the summer in the groups at the summer schools and on Sat-

urdays thruout the fall. What will be the value to the schools of a minimum salary law? What will be its reaction on the teachers, the people and the schools? Why have a physical education law and a health inspection law? What is the county unit? Where has it been in operation? What evils may it alleviate? Why will people object to it? How can it be formulated so as to be efficient and still be objectionless enough to be adopted? Why eliminate the third grade certificate? Should all districts receiving teacher-training aid, or consolidated aid, or Smith-Hughes vocational aid be required to vote the maximum maintenance tax? Should the clause

fixing a maximum salary in rural districts receiving state aid be repealed? Should the next legislature appropriate one-half of the ordinary revenue of the State to the public schools instead of one-third as has been the custom? Should the constitution be amended to provide for an appointive State Board of Education? These are some of the questions that you should be familiar with, that you should become propagandists for, that your organization should discuss, and work for. Yes there's plenty to do. To die of inaction now is as foolish as to starve when you have a year's supply of wholesome food within your reach.

Kansas City's Campaign for Better Teachers' Salaries

By ROY IVAN JOHNSON,
Chairman of Cooperative Council

The campaign for higher salaries in Kansas City resulted in a \$450.00 flat increase for all teachers and principals, and the introduction of a schedule providing a maximum of \$2200 for grade teachers, and \$3100 for high school teachers based on educational qualifications.

The teachers obtained these results through organized effort. The eight teachers' organizations of Kansas City established a Co-operative Council which served as the machinery for centralization. Immediately the teachers set about informing the public of the true condition of school affairs, in order to impress upon the public consciousness the inadequacy of the school funds. This was done largely through newspapers—by stories in the news columns and by paid advertisements. At the same time oral propaganda through meetings of parent-teacher groups, through civic organizations, and through the church was carried on.

It was not enough, however, to bring the people to a realization of the need of more money. That was a comparatively easy task. The real argument came in winning the endorsement of the method which the teachers proposed: i. e., an increase in the assessed valuations of Jackson County. If it had been merely a matter of submitting a levy for school purposes only, the problem would have been a simple one. But an increase in valuations meant an increase in taxation for all purposes and not for school purposes only.

This objection was met by the teachers with the request that the citizens before deciding to oppose increased valuations submit some other proposition which would bring immediate relief. It soon became apparent that there was no other way, and the leading civic organizations gave the teachers their support, either nominal or active. Also interviews with leading business men were published in the daily press.

While public attention was being stimulated in these ways, petitions were being circulated among the citizens—petitions requesting the Missouri State Board of Equalization to increase the assessed value of property in Jackson County to the end that the schools might be adequately supported. One hundred and twenty-one thousand signatures were obtained and the petitions were filed with the Secretary of the State Board by C. S. Parker, principal of the Hyde Park School, who managed the petition drive.

Then came the long wait for action. During the three months that elapsed before the State Board's action the teachers' committees kept in touch with the most influential of Kansas City's citizens, and organized a committee of 130 representative men and women to present the teachers' cause to the State Board of Equalization. On May 18th the State Board gave the citizens' committee a hearing. One hundred and twenty-one members of the citizens' committee journeyed to Jefferson City on the "Citizens' Special." At the hearing it was clearly demonstrated that the idea of public education had been sold to Kansas City. "More taxes and better

schools" was the spirit of the committee, backed up with the "will to win," which is characteristic of Kansas City.

Of course, the campaign cost money. It cost the Kansas City teachers' between \$5,000 and \$10,000, but it proved to be money well spent. Considering the extensive and intensive nature of the campaign it is surprising that it did not cost more.

The work of the Kansas City teachers' proved the effectiveness of professional organization properly backed up by the teachers with moral and financial support.

It demonstrated, also, beyond a doubt that the Kansas City public is loyal to its schools. Furthermore, it served as an acid test of spinal quality, and enabled the teachers to draw very clearly the line of distinction between friendship that was feigned and friendship that was real.

Credit should be given to every teacher and every citizen, who in any way contributed to the success of the campaign. Special recognition is due to Miss Genevieve Turk, chairman of the Salaries Committee of the Council, for her energetic leadership, and to Miss Helen McMillan for her very efficient work as Secretary of Teachers' Council.

Uel W. Lamkin, Former State Superintendent of Public Schools Elected National Director of the Federal Vocational Board

Uel W. Lamkin, who since January, 1919, has been connected with the work of the rehabilitation of wounded soldiers, first as the District Vocational Officer in charge of the central states and for the past several months as Chief of the Rehabilitation Division of the Federal Board for Vocational Education with offices at Washington, was appointed Director of the Board on June 20th. Mr. Lamkin has been with the Board since its organization and his work was highly commended in the report of the Congressional Committee which investigated the work of the Rehabilitation Division and made its report sometime ago.

The report of this committee probably had much to do with Mr. Lamkin's recent promotion, though the board had recognized his pre-eminent ability long before, when he was taken out of the St. Louis office and placed in charge of the rehabilitation division. The new position will give him general direction of vocational education in the United States under the Smith-Hughes law, the Smith-Sears law and the Fesse-Kenyon law. The position was formerly filled by Dr. C. A. Prosser. R. T. Fisher has been elected to succeed Mr. Lamkin as head of the Rehabilitation division.

The Demands of a Democracy

By M. L. BURTON,

President of the University of Minnesota

The war has compelled Americans to look at Democracy from a new point of view. In the past, we have thought of Democracy as a beautiful mistress who bestows upon all people the richest blessings of life. She gives to every man his chance at being and becoming whatever his abilities and talents make possible. It is not strange that this emphasis has been the primary one in our minds. We need only to think of the background out of which our forefathers came to understand this phase of our problem. They desired to escape from tyranny, from oppressive forms of government, and from those restraining forces and institutions which hampered their natural development. To them Democracy meant freedom from the limitations represented by the order of society under which they had lived.

In America Democracy took a more positive form. The restraints of strong governments were ultimately thrown off. In a totally new environment, with new problems and opportunities of all kinds, Democracy almost inevitably came to mean freedom for being and doing whatever the immediate situation demanded. As the decades passed, freedom in some relationships at least turned to license. Men threw off all restraints and serious evils developed in the body politic. Democracy was regarded as the generous giver of all privi-

leges, prerogatives and blessings. The process was wholly one-sided. The history of the Nineteenth Century in the United States is the history of this conception of

Democracy first asserting and then defending itself.

The war focussed our thought upon another stern fact. It is the old truth which no man or nation can neglect with impunity. "To whomsoever much is given, of him shall much be required." If Democracy is a generous giver, bestowing her blessings upon all the world, she is also a stern mistress, making unescapable demands upon her devotees. The war has compelled us to think of our service to Democracy. He who lays claim to the blessings of American citizenship must be prepared to pay the price. What are the

Demands of Democracy?

I.

Today, as never before, Democracy insists that we shall use our heads. Democracy actually makes serious intellectual requirements. It is a mere platitude to assert that the war has changed seriously and fundamentally the whole fabric of civilization. We grow tired of the frequently reiterated assertions that we live in a period of reconstruction and readjustment. But regardless of our weariness, we must admit that huge, momentous issues requiring careful painstaking thought are presented to the people of America for

Democracy is too often looked upon as our servant whom we can command and of whom we may make demands. We need to look at it, occasionally, at least, as a force that makes demands on us, to which we owe a form of obedience which is the highest expression of liberty. Some of the "Demands of Democracy" according to Dr. Burton are: 1. Active applied intelligence, clear thinking, not ruled by the stir of political prejudices; 2. Respect, self-respect and respect for others, realization that "a spark disturbed our clod," respect for the will of the majority; 3. Loyalty that expresses itself in service, that actually believe that the community, and the nation are more important than he or his; 4. Faith and confidence in the principles of our government, freedom to think, to speak, to be and to become—and equality of condition. These demands must be reflected in our schools. The schools and the school community should be a small democracy in which these demands are felt.

solution. For example, during the decades just ahead we shall be compelled to decide upon the extent to which the government will go in exercising its functions. Again, we shall have to arrive at some more just and equitable solution of the industrial problem. Moreover, we shall have to think in new world terms about the critical issues involved in our new world relationships. These are only illustrations which might be multiplied almost endlessly. The war has put the world out of joint and citizens of a democracy will have to think if they are going to set it straight.

But how shall such a result be brought about? Not by the false method so commonly used at present. We seem to imagine that we can solve our problems by calling one another disagreeable names, by hurling epithets at one another, by appeals to class interests or party prejudice, by pronouncing invectives against one another, by accepting half truths, and by superficial thinking in general.

We shall meet the demands of Democracy only by having our minds open to the truth in all fields. We cannot close our eyes to existing evils. We must listen to the grievances of all groups and parties. We must understand their points of view. We must insist upon having the facts regarding our public questions, gathered, if need be, at public expense by carefully trained and unbiased scientific experts. Then we must insist upon timely and wise legislation in keeping with those facts. America must develop that instinctive sense which will enable her to resist impossible statements and assertions regarding political and industrial questions. She must have that stability which will keep her from being swept off her feet by waves of passion and emotion. She must "see life steadily and see it whole." She must have the rarest and most uncommon quality in human beings, the quality which we have misnamed common sense. She must avoid

extremes and love proportion. She must have that dependability born of the confidence that in the long run the counsels of wisdom will certainly prevail. She must simply keep her head, even when, as Kipling would say, "all about your are losing theirs and blaming it on you."

The first demand of Democracy, then, is largely intellectual. It emphasizes the fact that education and democracy are inseparable. Solemn obligations arise just here for the teacher. Our schools must help to equip a generation of citizens who at one and the same time will be open-minded but not empty-minded, receptive but independent, tolerant but possessing convictions, generous, but having principles for which they will fight, cultured but not supinely acquiescent in anything for which another may contend, broad and sympathetic, but loyal to American ideals for which they will struggle and, if need be, die.

II.

Democracy demands respect. It is one of the cardinal virtues. To be a man, one must be able to look into his own heart and still respect himself. To be able to do this requires one actually to be what he wants people to think he is. Some one once said that a man's character is what he is in the dark. By self-respect we do not mean self-conceit or even undue self-confidence. We simply mean shear, utter integrity. Democracy rests upon the character of its individual citizens. Self-respect is primary.

But he who respects himself, inevitably has respect for others. Here we come upon the vital fact around which this war was fought. On one side was a group of nations who said that the individual existed for the state. Consequently, men, women and children were treated as any other commodity. On the other side, an unconquerable group of nations asserted that there is nothing in the universe that can be compared to or should be given in ex-

change for a human being. They insisted that you and I are priceless in the sight of God. They said that a "spark has disturbed our clod;" that you and I are sons of the Father; that we are priceless in the sight of God; that a human being is one of the final values of the universe. Now any man who respects himself and reverences human personality inevitably has respect for all the agencies and institutions by which human life has been beautified and enriched.

There is just one issue before America today. It is the issue of respect. Shall we appeal to the direct method of destruction, violence and unreason or shall we insist upon unqualified respect for human beings, for law, order and the constituted authorities? A deep disrespect runs all through American life. Men attack our courts, large groups disregard our laws, children fail to pay the tributes of courtesy and respect to their elders, large organizations seek to make their interests paramount to those of the public, and some preach the overthrow of our government.

If Abraham Lincoln were alive he would ask again whether all republican forms of government have this inherent weakness: Must they either be too strong for the liberties of their peoples or too weak to maintain their own existence? All about us are people who assert that the government interferes with their liberties and who actually hope that it will be unable to continue its existence. To every one of them we must present this sharply defined alternative: either they must *get into* American citizenship or *get out of* America.

Concretely, this demand of Democracy for respect means a new appreciation of the sacredness of the ballot box combined with the highest regard for the rule of the majority. We cannot tolerate the substitution of the "direct method" for the ballot box. We must insist upon the rule of

the majority. Beyond these principles we must accept personal responsibility for seeing to it that the ballot box speaks the truth, that its utterances and dictates are in accordance with American ideals.

Here, then, are the two foci around which we must construct our new Americanism. On the one hand, we must have an open-minded liberalism, seeking for the truth, willing to listen, eager to achieve social progress and on the other, that we must insist upon a rigid respect for law, order and the constituted authorities.

III.

We come now to the vital test. Democracy demands that a citizen shall not live only for himself. Any one who thinks, sooner or later, comes to realize, not merely as an intellectual conclusion but as a tremendously vital and significant fact, that life under all circumstances consists of two things. Within us are great desires, aspirations, ambitions, visions of what we hope life may be and become. Without us, are the stern, unalterable, rigid facts of the world. Sometimes in our musings, we say that if we could get rid of this fact or that limitation we would be free and life would be joyous. This problem assumes a concrete form in the guise of the "self-made" man. He is the one who with a great show of wisdom as well as knowledge of political science insists that the first duty of every citizen is to become independent and self-supporting. He points out that his own record justifies such a conclusion. He casually suggests that if every person would follow his example, there would be no occasion for organizing charitable societies, philanthropic movements or Red Cross campaigns. For such persons there is no remedy save a totally new philosophy of life. In some way every person who lives must come to understand that life never consists in the annihilation of either factor, that is to say, neither in the smothering of aspirations nor in the eli-

mination or attempted disregard of the facts of the world, but rather in the *right relationship between them*. A man is alive just in proportion as he enjoys a wealth of relationships. The man who is related in the right way to himself, to his neighbor, to his state, to his nation and to the world is prepared to meet the vital test of Democracy.

In a word, it means that a man's first thought is not of himself. It means that he is willing to take all that he has and place it at the disposal of a great cause outside of and beyond himself. It means that he is willing to sacrifice his own personal comfort and welfare in order to make his community what it should be. You may call this quality what you please. Some called it being social-minded. Others called it being thoroughly socialized. Some say it is entering into the mind of the race. Some name it public-mindedness. Others speak plainly and call it unselfishness. I prefer to call it *loyalty*. Professor Royce has said that "loyalty is the willing and thorough-going and practical devotion of a person to a cause." Democracy demands loyalty.

Lest some one may say that this is a wholly idealistic and impractical interpretation of democracy it will be fitting here to observe that our history, even in recent years, is full of illustrations sustaining the conviction that this demand is intensely practical. Consider our treatment of Cuba. None of the European diplomats believed before hand that America would actually fight for Cuba and then set her free. But we did that very thing. It brought its beautiful consummation at the time the United States declared war on Germany. Cuba immediately followed our example. She trusted us. She had confidence in our motives. Our treatment of China in connection with the Boxer indemnity illustrates the same principle. This great war, in a supreme sense, speaks the same mes-

sage. Our men lie in the fields of Flanders today for no selfish national purpose. We were not fighting for indemnities nor annexations. We were fighting because American principles and ideals were more dear to us than life itself. We met the vital test then and we must meet it now. Democracy demands that a man shall believe (and act in accordance with the belief) that the welfare of his community and his nation and the quality of civilization as a whole is actually of more importance to him than his own private affairs.

IV.

Finally, Democracy demands that a man shall have a holy faith and a supreme confidence in the fundamental principles upon which our American government rests.

We must not for one instant gloss over any of the evils or injustices of our day. Our confidence in America must not be a cloak for our social sins. Present wrongs exist to be conquered, and eliminated. Nor must we be guilty of fostering the traditional American quality of shallow and superficial optimism. Every thinking man knows that we ought to be ashamed of our boasting and exaggerations. But back of and beneath all of our heavy burdens and complicated problems, there must be the supreme certainty that America has her face set in the right direction; that she is committed to principles which must be revered and defended and that she has assumed holy obligations to all mankind which must be faithfully observed. America has promised freedom to her citizens; freedom to think, freedom to speak, freedom to be and to become. America has idealized equality by which she has meant equality of opportunity and by which she must mean equality of condition. Above all, America has insisted that every boy and girl shall have a chance at real life. Democracy demands that we shall oppose actively every individual, party or group

that would seek by any method to limit that chance for any American youth. We must fight against every subtle force and every subversive attack which would rob American citizens of these holy rights. We find ourselves face to face here with elements of truth which we have not learned

in books. These are the supreme realities of our actual experience. We can suffer no tamperings with these fountains of national life. Democracy demands of us that we deepen our faith and enrich our confidence in the vital and eternal verities for which America stands.

Missouri State Teachers' Reading Circle

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Teachers' Books 1920-1921

For the Teachers' Reading Circle this year the Board has adopted the following Books: **THE WORK OF THE TEACHER** and **TEACHING TO READ** and the **SOCIALIZED RECITATION**. Each will fill a distinct need and will be of much value to teachers. The Reading Circle course consists of the three books combined.

The Work of the Teacher by Sheldon Emmer, Davis, Ph.D., President State Normal College, Dillon, Montana. List price \$1.60. Reading Circle price \$1.20.

A helpful and definite exposition of the daily routine duties of the teacher. Its purpose is to aid directly young or prospective teachers in preparation for vocational duties. This is not an educational psychology or a treatise on ethics or social reform, but an all-round help to the teacher who may never have taught before. Among the topics of varied usefulness are the following: the teacher's relation to the curriculum; the teacher in

relation to external elements; governing and maintaining morale; the assignment; the recitation; attendance, records and reports. Perhaps no other single volume contains so much material of immediate and tangible usefulness to beginning teachers. Particularly valuable is the abundance of applied problems.

Teaching to Read, by James L. Hughes, former Inspector of Schools, Toronto, and **The Socialized Recitation** by William Whitney, Ph.D., Ph.D. List price of two combined \$1.60. Reading Circle price \$1.40.

Teaching to Read. Dr. Hughes' **TEACHING TO READ** is based on the distinction between "reading" and "oral reading" as to meaning, purpose, method of teaching, and results. Doctor Hughes, in this book, makes these points very clear and in view of the emphasis that is being given to Silent Reading in all schools this book is timely and will be very helpful to all teachers who can be brought into touch with its message.

The Socialized Recitation. Mr. Whitney's **THE SOCIALIZED RECITATION** is the outcome of the practical experiments to create an atmosphere of activity and responsibility for the child in the classroom. The schoolroom of the past emphasized discipline and control from the standpoint of the teacher. **THE SOCIALIZED RECITATION** emphasizes self-control and activity for the pupil by developing a spirit of co-operation and mutual helpfulness among the members of the class. No book has been written in recent years which will give as much help to the teacher in developing the initiative and originality of pupils as will the **SOCIALIZED RECITATION**. How to enlarge and vitalize each pupil's part in the recitation is the message of this book.

(Continued on page 89)

"The Index Number"

By W. T. CARRINGTON

There was published far and wide a statement coming from the Russell Sage Foundation ranking the several states as to their standing educationally. The book bearing the title of this article has been carefully studied. The figures have not been juggled, but have been made to tell a partial story and one that does great injustice in the claim that it is a good index to the efficiency of a state school system.

It uses the following ten points upon which to base conclusions:

1. Per cent of school population attending school daily.
 2. Average days attended by each child of school age.
 3. Average number of days schools were kept open.
 4. Per cent that high school attendance was of total attendance.
 5. Per cent that boys were of girls in high schools.
 6. Average annual expenditure per child attending.
 7. Average annual expenditure per child of school age.
 8. Average annual expenditure per teacher employed.
 9. Expenditure per pupil for purposes other than teachers' salaries.
 10. Expenditure per teacher for salaries.
- It is evident to anyone who has had

much intimate acquaintance with schools that undue emphasis has been placed on expenditures. There is such a thing as extravagance in school expenditures as well as too rigid economy. Neither gets best results.

School attendance is vital, but should not be emphasized to the exclusion of the effi-

ciency of the teaching and the spirit of the school. No adequate measurements of these real qualities have yet been devised. The state's ability to pay, the effort to have good schools and the use made of the money and time must be accurately measured before a ranking is worth while.

The book gives some very interesting figures and they may be made to tell some interesting situations. Missouri was lowered in standing two points from 1910 to 1918, yet one state, New Mexico, passed her and one, Maine, fell below. This was due to bringing in Hawaii and the Canal Zone. It is unfair to list the District of Columbia and other territory as states

for the reason their schools are supported in large part from the National Treasury which in no way measures local ability or effort.

A state's standing educationally is determined as well by the progress it has made as by the actual expenditures or at-

Dr. Leonard P. Ayers, working under the direction of the Russell Sage foundation has issued a statement in which he ranks educationally the various states, territories and the District of Columbia. In this ranking Missouri stands thirty-fourth. For those who believed that she did not stand as low as thirty-second, which was her rank according to the co-operative survey made two years ago, it is difficult to believe that she now stands thirty-fourth (The rank in the two surveys is practically the same because the recent one counts the District of Columbia and one of our island possessions ahead of us which were not taken into consideration in the previous survey).

Professor Carrington in this article uses the figures of Dr. Ayers in refuting his placing of Missouri in so low a rank. His article raises the question, "How far can mere expenditures be taken as an index of efficiency?" In the ten points used by Dr. Ayers five of them consider only expenditures. Whether we rank 11th, 22nd or 34th, does not alter our problem. The order of the day in Education is "FORWARD, MARCH!" Editor.

tendance. From the figures furnished by the book, Missouri stands well. The following are calculations from those figures and are just as reliable as the ranking of the states:

In twenty-eight years, from 1890 to 1918 Missouri improved in the ten points of the 'Index Number' 94 per cent, while the entire country improved 72 per cent. During the same time the nine North Atlantic states improved 61 per cent; the eight South Atlantic states improved 60 per cent; the twelve North Central states improved 79 per cent; the eight South Central states improved 62 per cent and the eleven Western states improved 79 per cent.

In the eighteen years, from 1900 to 1918, Missouri improved 57 per cent, while the entire country improved only 51 per cent. The improvement at same time in the five groups were respectively 40, 48, 57, 50 and 69 per cent. It will be seen that during the first ten years of this century the Western states made rapid progress—Montana, Idaho, Wyoming, Washington, Oregon and Arizona notably so. Utah, Nevada, New Mexico, North Dakota and South Dakota had made rapid strides in the previous decade. California and Colorado have stood high longer.

In the past eight years Missouri has improved 28 per cent while the entire country has improved 22 per cent. The five groups of states have improved respectively 17, 12, 24, 18 and 18.

The following table shows the percentage each state has improved in the eight years from 1910 to 1918 according to the figures found in the book—"An Index Number"—

1. New Mexico	70 per cent
2. Iowa	49
3. Arizona	45
4. Montana	40
5. North Dakota	39
6. Michigan	33

7. Idaho	31
8. Minnesota	31
9. Wyoming	30
10. Nebraska	30
11. Missouri	28
12. Indiana	28
13. Kansas	28
14. South Dakota	28
15. Florida	27
16. New Hampshire	27
17. Texas	25
18. Oklahoma	23
19. Oregon	22
20. Pennsylvania	22
21. Vermont	22
22. New Jersey	21
23. Connecticut	21
24. Utah	20
25. Colorado	20
26. Wisconsin	10
27. Tennessee	19
28. Maine	19
29. California	18
30. Virginia	18
31. North Carolina	16
32. South Carolina	16
33. Kentucky	16
34. West Virginia	16
35. Illinois	14
36. Ohio	14
37. New York	14
38. Alabama	14
39. Arkansas	14
40. Mississippi	14
41. Maryland	12
42. Delaware	12
43. Georgia	12
44. Rhode Island	10
45. Louisiana	9
46. Massachusetts	8
47. Nevada	5
48. Washington	4

No one claims that Missouri stands first in educational efficiency and perhaps not eleventh, but no one who has any extensive acquaintance with the schools of the land would classify it below twentieth.

There are five or six Western states, six or seven North Central states, only one Eastern state and no Southern states that stand ahead of Missouri when all essential points are considered.

The writer has intimate acquaintance with three school districts and knows how to rank them in efficiency considering the preparation of the teachers, the effectiveness of the teaching, the general spirit of the schools, the ability of the districts, the willingness of the people to sacrifice for the children and the social development of the community so far as it is affected by the schools. All the districts have first class high schools, employ three teachers in the high school and have nine months school for all grades.

District No. 1 enumerates 175, has 162 in average daily attendance, enrolled 60 in high school, 27 boys and 33 girls. There were 115 absences during the year. It employs four teachers in the grades, spent \$6900, owns school property valued at \$18,000, levied 140 cents on an assessed

valuation of \$400,000.

District No. 2 enumerates 35, has 31 in average daily attendance, enrolled 7 in the high school, 4 boys and 3 girls. There were 42 absences during the year. It employed two teachers in the grades, spent \$8400, levied 80 cents on an assessed valuation of \$1,000,000 and owns school property valued at \$35,000.

District No. 3 enumerates 420, has 330 in average daily attendance, enrolled 124 in the high school, 52 boys and 72 girls. There were 476 absences during the year. It employed six teachers in the grades, spent \$6600, levied 200 cents on an assessed valuation of \$240,000.

Any impartial, competent school man after spending one day in each school would rank them in order named. Ranked by the method of "The Index Number," the second would be placed first. One who knows all points that must be considered would place the second last. Professional surveyors may do some good, but quite as often do injustice.



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KANSAS CITY, MO.

The Teacher's Personality

By HENRY LOUIS SMITH

President Washington and Lee University

As a background to our consideration of the Teacher's Personality, I wish to make a few preliminary statements.

A seething ferment of change and reconstruction is evidently ushering in a new era. Not only in our political customs and institutions, but our homes and schools and educational aims and methods are to be profoundly modified by this onrushing tide of change.

It is our task to answer the question, "What place will *education* occupy in the new social order?" What great ideas, even now shaping themselves in the crucible of human thought, will determine the attitude and duties of American manhood and womanhood toward American boyhood and girlhood? To anticipate these ideas is to prepare ourselves for leadership, to recognize them is to clarify our vision of duty, to put them into swift execution is to hasten the coming of a wiser and better day.

When our nation shall have outgrown this crude child-era of democratic experimentalism, four great truths will, in my judgment, be universally accepted and acted upon.

1. That the young people of a nation are at once its greatest asset, its chief undeveloped source of power, its most valuable field for unlimited investment.

We invest millions in American stocks and bonds for a beggarly 5% or 6%, which invested in American boys and girls would enrich us beyond imagination.

Our most stupendous blunder in the past

has been to undervalue them. Our greatest present crime is to neglect them. Our most misplaced economy is inadequate provision for their health and happiness and training.

2. That the right rearing and training of young Americans is the most complex problem, the mightiest task, and the most inspiring opportunity of our generation. Let but one single generation be rightly trained from babyhood in body, mind, and immortal spirit, and all of the knotty problems of our social, industrial, and political

life would be in rapid process of solution. Let the training of but one generation be wholly neglected and our civilization, losing its art, science, literature, education and religion, would be far on the road to primeval savagery.

The right training of the young is the spiritual reproduction of the race—the highest form of the activity of immortal man, the supreme task of a democracy,

the fruit and measure of its wisdom and culture.

3. That the training of the intellect alone is fatally inadequate. The recent history of the German Empire, its marvelous rise to power, its present moral and economic bankruptcy, has taught the world this stupendous lesson, that science and literature and art alone can neither preserve nor advance human civilization. The heart must be trained with the head in the Christian principles of love, sympathy, unselfishness, and service.

4. And for the comfort and inspiration

President Smith says that in the New Era we will accept four great truths: 1. That boys and girls are our greatest asset. 2. That their training is our mightiest task. 3. That the heart must be trained with the head. 4. That the teacher will frankly recognize the greatness of her task.

But this is only his introductory. He says many wholesome things that will be good for the superintendent to ponder on, for the teacher to apply to his own personality and for the school director to meditate in his heart. The Article is reprinted from the April number of the American Teacher.

of this great gathering, let me add that the fourth characteristic of the new era will be a frank recognition of the greatness of your task and the glory of your service.

When our hero worship shall have become sane and wise, when the Golden Rule shall have become at least to some extent the law of American life, and unselfish service the test and measure of American greatness, then will it be universally recognized that the true leaders and makers of the nation are not the politicians, nor the manufacturers, nor the millionaires, but those who train and mold and inspire the young.

And now to our specific subject, *The Teacher's Personality*.

Modern civilization is the resultant of great dominant ideas constituting in each era the Spirit of the Age. The Master-idea of the Middle Age was Power; its hero was the conqueror. The Master-idea of the 17th and 18th centuries was Liberty and the Rights of Man; its hero was the patriot, the rebel, the martyr. The Master-idea of the 19th century was Knowledge and Research; its hero was the Scholar, the Scientist, the Inventor.

The Master-idea of the 20th century, sweeping human civilization with irresistible force in a new direction, is already becoming clear. It is *Co-operation*, shifting the emphasis from Power to Motive, from Knowledge to its Application, from Machinery to Men, from Tyranny to Democracy, from the Organization to its human constituent Units, from Force to Feeling, from Edict to Argument, from abstract Logic to concrete Human Nature.

This new spirit is affecting the multiplied activities of today like an all-pervading atmosphere. The day of the dictator, the slave-driver, the cold-blooded routine organizer, of non-human economic formulae, of countless and helpless human cogs in a well-oiled and resistless machine, of autocracy in business, government, com-

merce, manufacturing, and *teaching*, has passed away, probably never to return.

The leadership of today is becoming steadily more human, less intellectual and mechanical, than it was even five years ago.

Every increase in the importance of the human factor adds to the relative importance of *Personality* as an essential element of successful leadership. To the ability and energy that distinguished the business giants of a generation or two ago must now be added a winning *Personality*, if the organization is to run smoothly and successfully. In this third element lies the secret of the new business leadership of men like Schwab, Patterson, Herbert Hoover, and the younger Rockefeller.

Since the raw material with which the teacher deals is human beings at the age most responsive to sympathy and most rebellious of control, the personality of the teacher has always been considered an important element in his success, but few of us realize that with the swift changes now taking place, it has actually become the leading factor in a teacher's success, promotion, and happiness.

The day of the merely mechanical school teacher is about over. The cold-hearted routine drill-master will never satisfy the demands of a modern schoolroom.

A magnetic, compelling, inspiring *Personality*, with its intuitive irresistible leadership, is today the crown-jewel of our profession.

Like many other gifts and graces, it is the natural inheritance of a favored few. Yet it is within the reach of a far greater number as an acquired faculty, and may be completely lost by carelessness and lack of conscious effort.

To develop and retain such a *Personality* should, therefore, be the constant and persistent effort of every teacher. That such efforts may be definite and effective, I wish to mention four essential character-

istics of such a *Personality*. They are four steps upward to the sunlit heights of the teaching profession. To attain them is to be born again.

1. The first is *A Warm Responsive Heart*, sympathetic, appreciative, quickly interested in other people. A narrow mind in the schoolroom is a dire misfortune, but a narrow heart is a tragedy.

Love is the sweetest thing in the world, the most contagious thing in the world, the mightiest thing in the world, and nowhere sweeter, more contagious, or more all-powerful than among these young pilgrims on the highway of life. They are not disembodied intellects to be trained to think, but living, feeling, willing human beings to be trained to live. Our human civilization, to which you are guiding them, reaches its worthiest culmination, not in brute force nor in barren reason, but in love and sympathy and service. Shun cold-heartedness, cynicism, petulance, sarcasm, contempt, anger, hostility, therefore, as you would a plague. Love and appreciation, sympathy and service—these oil the complex bearings of life's machinery, lift the clouds that overhang every pathway, and waken in earthly schoolrooms and playgrounds the harmonies of heaven itself. Lay aside your worries, forget your own pains, suppress your resentments, love your work, love your schoolroom, love your colleagues, love your pupils, especially the erring and unlovely and lonely, and you will find for yourself the secret of a teacher's happiness.

2. The second element in a winning personality is *Forcefulness*, the power to control yourself and others. Few things are more quickly susceptible of conscious cultivation than will-power. No one is so miserable, none so inefficient, as the fretful, complaining teacher, who is too weak-willed to control herself or her pupils.

The attainment of self-mastery is the first step toward the control and leadership of others. It should be striven for with

zealous and persistent determination. To lose control of one's self, one's temper, prejudices, passions, feelings, fears, likes, and dislikes, is pitiable weakness, and every leader of the young must be *strong*. Let every teacher, therefore, practice daily the art of independence, self-reliance, the conquest of natural inclination, the savage pleasure of forcing one's way against obstacles within and without. If all men and women are divided into those who lead and those who lean, be a leader. If on the great four-track highway of life, every worker must be a locomotive or a box-car, put yourself in the locomotive class, with a steam power sufficient not only to move yourself, but to pull a long line of cars behind you.

Shun indecision, fear, irresolution, hesitation, fickleness, cowardice, procrastination, self-indulgence, and all the other out-drippings of weakness and inability.

In these stormy times, every tree of life should have a taproot, every house of life a stone foundation, every individual a backbone, every teacher the divine gift of leadership. A loving heart and an iron will, each supplementing and re-enforcing the other, make an irresistible combination. Teachers who have become possessors of both have no trouble with "discipline" or student hostility, or leaden-minded idleness. They lead and mold and inspire by a sort of divine right.

3. The third element of a winning personality is *Vision*, that uplifting, far-seeing, vivid *Imagination*, which habitually sees thru and beyond the mere outer husk and surface-appearance and discerns the inner and greater meaning of things. It is the divine gift of the prophet, the seer, the poet, the interpreter, of all the real teachers of the race. It is the unfailing and beneficent source of the contagious and exalted inspiration that differentiates the real leaders and teachers of immortal men and fact-imparters of the average school-

room. It irradiates the homely round of school duties, the monotonous drudgery of recitations and examination papers, with a glow from the skies, lights an altar fire on the teacher's desk, and makes the crowded schoolroom a very sanctuary.

Where the blind drill-master sees childish wilfulness and obstinacy, the real teacher gifted with the faculty of *Vision* recognizes, with a feeling akin to awe, the awakening human will, dimly realizing its divine prerogative, and with erratic movements trying out its eagle pinions. These swarming, noisy, troublesome children are not mere names on the school roll or cogs in the school machinery. They are the hope and light and joy of a hundred homes, the most precious raw material ever entrusted to human skill, the future leaders and molders of our great Republic.

To this divine insight the pathos of the ages may dignify and consecrate a cabin of undressed logs; the splendor of the truest heroism may crown a barefoot boy, and the worn hands and self-sacrifice beside which the poems of medieval chivalry are dull and shallow. History without *Vision* is a dull series of dates and names and dead facts. With it, it becomes the marvelous and thrilling panorama of a whole race struggling upwards toward the light. It is the teacher's *Vision* that sweetens and transforms drudgery, uplifts and consecrates the spirit, swings the schoolroom into line with the spirit of the age, opens the receptive mind of childhood to the inner and higher meaning of life and duty, and establishes and maintains the creative spiritual leadership which is the crown and glory of our great profession.

4. The fourth characteristic of a strong, effective, inspiring Personality is the *Habit* of constant *Growth*.

Unless the mind and heart and faculties of a teacher are constantly growing, they are inevitably shallowing, hardening, narrowing, deteriorating. In no other of the

great professions is it so fatally easy to become the slave of routine. The fixed location; the clock-like regularity of the daily program; the endless repetition of the same tasks; the monotony of teaching the same subjects from the same textbooks year after year—these act like an all-pervading atmosphere of carbonic-acid gas, steadily benumbing the teacher's freshness and enthusiasm, paralyzing her initiative, robbing her of vitality, and too often making her the petty, narrow, joyless bondsman of monotonous and ineffective drudgery.

The only antidote is steady growth, and this must be accomplished against an equally steady resistance. Such growth is not mere accretion, the mere addition of years or facts or experience to one's previous stock, but a change from within, pervading the whole life and strengthening and fructifying every faculty. As it must be a conscious effort against resistance, let us study its processes.

How does a tree grow? By what plans and specifications have the life forces of a giant forest tree lifted it against the downward pull of gravity to its present stature and eminence?

First, it grows in *Breadth*, thrusting its branches ever outward in search of more abundant air and sunshine.

Second, it grows in *Depth*, multiplying its roots and driving them deeper into the solid earth to anchor its growing bulk against wind and storm.

Third, by the innermost law of its being it grows in *Height*, persistently lifting its green crown further from the earth in which its roots are set, nearer to the far-off blue that calls it overhead.

So must *We* grow, if we would utilize the limitless opportunities of our sacred calling!

Grow first of all in *Breadth*. Breadth of *Knowledge* that the cutting edge of your own specialty may be made effective by

the momentum of ripened wisdom and rich experience, that you may see life sane and whole, that breadth of knowledge may give you tolerance, poise, mature judgment, and an open mind.

Grow also in breadth of *Interest*, that your river of life may be no starveling streamlet trickling along a stony bed, but a rolling river, rich and full to the brim. Life is not a line, measured by its days and months and years, but an area. Its true content is its length multiplied by its breadth. It is the multiplicity of interests, variety and richness of experiences, height and depth of one's thoughts, hopes, and emotions that make life worth living. These are the effective antidote to dullness, narrowness, and dreary monotony.

Grow also in breadth of *Sympathy*. For the sake of your high calling and your own personality, free yourself from onesidedness and hopeless partisanship, from narrowness and petty provincialism, from race prejudice and class prejudice and religious bigotry. Thus, shall you grow in mellowness and wisdom, in tolerance and serenity, and in a greatness of soul which will uplift your whole school community.

The second direction of growth is *Depth*.

The blight of your stormy and uncertain age is its restless shallowness, its hysteric changeableness, its epidemic of aimless discontent.

Let every tree of life, therefore, develop a tap-root, let no house of life be built upon the sand. In such a tempestuous period, breadth without depth is fatal. Carefully matured opinions, freedom from shallow optimism or hysteric pessimism, steadfast courage and unshaken self-control, fixed principles reaching down to the living and immutable rock—let these enable us to stand foursquare to all the winds that blow, down our life-work with a serenity and effectiveness which shall uplift and strengthen every young heart that looks to us for guidance and inspiration.

But no immortal spirit set to teach and

lead other immortal spirits can ever be satisfied to grow only in breadth and depth. By an irresistible law of its being, the tree grows also in height, lifting its green crown in defiance of the downward pull of gravity upward toward the skies. So must *We* grow if we would be worthy of our high vocation.

We are all on our way to a common grave, but the paths that lead to it are infinitely varied and each must choose his own. Petty, earth-looking lives, absorbed in the trivial, the low, the mean, the selfish, the unworthy, are choosing the valley road, amid swamp and mire and undergrowth and creeping things and perpetual shade. For them, alas, no blue sky nor tonic sunshine, no quickening breeze, nor far-off horizon!

Uphill? Yes, then climb toward it, and every step of ascent will give you a broader vision and a more tonic mountain air. Rugged and stony? Yes, but along this mountain highway the elect Spirits of the race, the great teachers of every era, have walked exultant on their way to glory!

These are the processes of growth, outward, downward, and upward, that make a teacher's life a perennial source of help and inspiration.

Love and *Sympathy* to oil the school machinery; *Will-power* and *Energy* to keep it successfully at work; *Vision* to illuminate and transfigure; and this three-fold *Growth* in breadth and depth and height. These are the four steps up which the teacher climbs the lofty levels of his great profession.

"Built thee more stately mansions, O my soul!

As the swift seasons roll
Leave thy low-vaulted past,
Let each new temple, nobler than the last.
Shut thee from heaven with a dome more vast

Till thou at length are free,
Leaving thine outgrown shell by Life's
unresting sea."

The State Superintendent's Department

By SAM A. BAKER,
State Superintendent of Public Schools

Certification of Teachers

There is a difference of opinion among school men in regard to the question of certification of teachers, some holding to the idea of a rather loose method of granting license to teach, while others maintain that a high standard of qualification should exist and that all applicants should meet this standard before attempting to instruct others.

The laws of this State provide that no teacher shall be employed in any school supported by the public funds, or any part thereof, until he has received a certificate of qualification therefor, duly signed by the proper official having authority to grant the same.

The State Superintendent believes that a high standard of qualification should be preserved in the matter of state certificates and has issued the following regulations which must be strictly complied with by all applicants:

(1) Submit a statement from your superintendent or board of education that a teaching position in Missouri has been secured.

(2) Submit a statement regarding teaching ability.

(3) All applicants must file in this office official transcripts of work properly signed by the school officials where the work was completed.

List of Certificates

Rural State Certificates are issued to applicants who have completed sixteen units of work in a State Teachers' College. These are valid for two years and are not renewable.

Teacher-Training Certificates are granted to graduates of the teacher-training course in first class high schools and are valid in any county in the State for a period of two years. They may be converted into a first grade county certificate after thirty-two weeks of successful teaching and one term's work at a standard College or the State University.

Special Certificates, non-renewable and valid for one year, may be granted to applicants who have completed two years of standard college work. These may be converted into a five year state certificate under certain conditions.

Junior College Certificates, valid for three

years, will be issued to graduates of standard Junior Colleges who have completed the regular work in education. These may be converted into a five year state certificate after twenty-four months teaching, sixteen of which has been done in Missouri.

Senior College Certificates, valid for three years, will be granted graduates of Senior Colleges who have completed at least eighteen hours' work in education. These may be converted into a life certificate after sixteen months of teaching in Missouri.

Five Year and Life Certificates may be issued to applicants who have completed at least two years of standard college work and passed a successful examination on certain subjects, provided at least forty months of successful experience as a teacher is required to secure a life certificate.

County certificates are issued by county superintendents and are of three grades. A third grade is renewable once and valid for one year, and only four third grade certificates can be secured in consecutive years.

Numerous requests come to this office from teachers and school officials to lower the standard in special cases and make certain concessions to applicants. For example, requests are made for third grade certificate to be issued five or more times. Such requests are useless as the law is plain in this case.

Requests are made that a state certificate be issued on grades taken from a valid diploma issued by a State Teachers' College. This department cannot indulge in such useless duplication and such requests must therefore be denied.

While it may suit the fancy of some to let down the bars and grant them certain privileges not extended to all, it would be unjust to others, therefore, the policy of this department will be to treat all alike in the matter of issuing certificates and this will best be done by complying strictly with the law and the regulations.

Another regulation which should be carefully noted by school officials and teachers is that relating to qualifications of teachers in teacher-training high schools. All high school teachers employed in such schools

must have had a minimum of sixty hours of college work. Grade teachers must have completed a minimum of thirty hours of college work. This regulation will be observed.

Some requests reach this office for a state certificate to be issued graduates of standard colleges who have not received the required amount of training in education. We can see no more reason for granting such applicants

a license to teach than there would be to grant them license to practice law or medicine without special training for the same.

We believe that teaching should be made a profession along with others, and if this is accomplished, it will be necessary to safeguard it by adhering strictly to certain well defined standards of qualification.

Health Work in Missouri

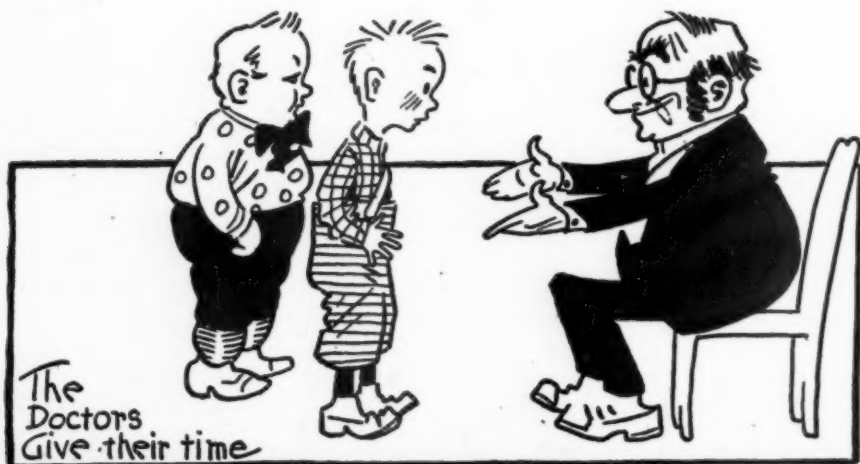
Reprinted from "The Survey" of June 12

The Missouri Tuberculosis Association presents some novel features in its organization and work, part of which has been forced on it by necessity and part developed as a result of calm consideration of the problems confronting it.

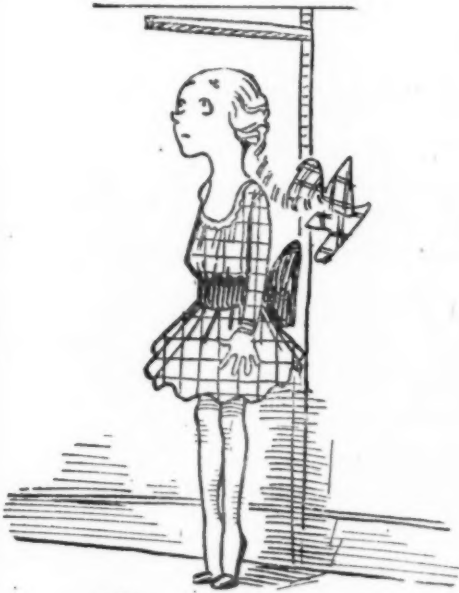
In the early days of its existence, the lines followed were those ordinarily pursued by tuberculosis associations in other states, i. e., the forming of local committees, securing passage of a law for a state sanatorium, an enabling act to provide for county sanatoria, visiting nurse service, etc., with the special feature of a tuberculosis car used to promote interest in the program. It became apparent, however, that the outgrown constitution of the state, with its limitations on taxation, prevented development along these lines; so the association was compelled to work out an entirely new line of procedure, with the primary object of educating the state to the need of a new constitution under

which opportunities for the development of public health work would be given.

The present plan divides the state into five districts, corresponding to those of the teachers' training colleges, with a field agent in charge of each district. In order to determine whether this plan was feasible, it was tried out in two of the districts during 1919. The results have been so satisfactory to the colleges as well as to the association that agents are to be placed in the other districts as soon as suitable men are found. The agent has the rank of full professor in the college and the college furnishes office room and equipment, while the Missouri Tuberculosis Association pays salary and expenses. This agent studies health conditions in the teachers' college district assigned to him, lectures to the classes in the college on health and educational conditions as he finds them and suggests remedies. For this course, the students receive two hours and half college



credit. The field agent also lectures to the teachers' training classes in the high schools of his district, explains and stimulates a demand for the modern health crusade in the schools, speaks before county institutes, helps in organizing local health councils, and organizes campaigns for needed health legislation, both local and state.



They are eager
to measure up to
the standard

studies in one county in each of the five teachers' college districts, thus securing fairly representative samples of the state, and also providing the field agents of the association with local data for their propaganda. It is hoped also that by conducting these surveys with the active cooperation of the students and faculty of the respective teachers' colleges, the importance and the feasibility of medical inspection of school children outside the large cities may be concretely impressed upon the future teachers of such districts.

During the past year surveys of this type have been made in selected rural schools of



They aspire to make
good, sound citizens

The second field of work is that of health surveys. The type of survey first undertaken has not been that usually made by tuberculosis organizations—to-wit, a study of the prevalence of tuberculosis in a given territory—but rather was designed to fit in with the general plan of educational, health-constructive work adopted (for the reasons outlined above) by the Missouri association. Since this general scheme operates primarily through and in cooperation with the public schools of the state, so also the survey undertaken deals with one of the major problems of school health. It consists of an investigation of the physical condition of rural school children in Missouri, including both a physical examination (made through the volunteer service of local physicians) and a study of factors in the home environments of the child such as diet, health habits, and sanitation. The project has been to make such

the two counties in which are located the teachers' colleges at which the two field agents of the association have been stationed. These studies have confirmed those made in other sections of the United State in demonstrating that the common physical defects of school children—malnutrition, decayed teeth, defective tonsils, and hypertrophied adenoids, defective eyesight—are disastrously prevalent among rural children. In the way of follow-up work, all that is undertaken directly as a part of the survey is an individual interview with the parents of each child, urging the correction of whatever defects may have been discovered. In one of the two counties, figures obtained through this survey were made use of in a leaflet which was widely circulated in the successful effort, made shortly after the survey, to organize a county-wide public health organization.

(Continued on page 88)

State Teachers' Association Submits Questionnaire to Candidates for State and Legislative Offices

The following letter, questionnaire and brief statements of arguments were forwarded on the 13th of July, to all the candidates for State offices. Replies and comments of various candidates will be found on page 75 and following. The same questionnaire will be sent to all candidates for the legislature.

Dear Sir:—The office you seek will, if you are elected to it, place you in a position to help or hinder the development of Missouri's public schools. Patriotic Americans are now looking more than ever to the schools to furnish that training that will stabilize our government and make it safe for future generations. All know that a nation's strength lies fundamentally in the character and attitudes of her people rather than in the statute books. The people of the State, many of them, at least, are, therefore asking that the candidates indicate their attitudes on some of the specific problems relative to educational matters.

Will you kindly fill out the following questionnaire and mail it to the SCHOOL AND COMMUNITY, the official organ of the Missouri State Teachers' Association, for publication.

Enclosed herewith are some statements briefly explanatory of the various propositions.

Very respectfully,

THOS. J. WALKER, Editor.

By order of Executive and Legislative Committees.

QUESTIONNAIRE

1. Do you favor a law providing for a minimum wage to teachers?.....
Indicate an approximation of what you think that minimum should be for rural teachers (Indicate yearly salary)....., for grade teachers.....
for high school teachers.....
2. Do you favor a law providing for physical education and health inspection in all public schools?.....
3. Do you favor making the county the unit for taxation and administration for school purposes?.....
4. Do you favor a law providing for the gradual elimination of the third grade certificate?.....
5. Do you favor a revision of the present state aid law so as to require all districts receiving special state aid to vote the maximum tax allowed under our present constitution?.....
6. Do you favor amending that clause in the present law that fixes the maximum salary of the rural teacher in districts receiving aid at \$40, \$50, and \$60 for teachers holding third, second, and first grade certificates respectively by increasing very materially the maximum salary here provided?.....
7. Do you favor the appropriation of one-half the state revenue to the public schools instead of one-third as has been the custom?.....
8. Do you favor a constitutional amendment providing for an appointive state board of education, properly safe-guarded against political and partisan control?.....
9. Do you favor the calling of a constitutional convention to draft a new constitution for Missouri?.....
10. Do you favor such revision of our present method of assessing property and levying taxes as will provide adequate revenue for the public schools?.....

11. What in your past record as an official or as a citizen can you refer to that will indicate your general attitude toward public schools?

Date.....1920 Signed

Post Office Candidate for

The following is a Brief Statement of Some of the Arguments for the Various Propositions

I. A Minimum Salary Law is desirable for the following reasons:

1. Standard qualifications should be assured of a standard market.
2. It will encourage teachers to qualify and prepare for teaching as a permanent profession rather than to use it merely as stepping stone or as a temporary calling.
3. It will invite people of high type of personality who are not looking for the best paying work but are satisfied to do a work for society's benefit provided society guarantees to them a comfortable living salary.

II. A physical education and health inspection law is needed for the following reasons:

1. Physical efficiency is demanded in all work if the worker is to render the maximum of service.
2. Development of the body is as much the birthright of the child as is its mental development.
3. Mental development is impossible except it be accompanied by physical development.
4. Health inspection is necessary to safeguard the child against contagion that may hinder his development and impair his efficiency.
5. Much of the sickness (Experts estimate it as high as 90%) is preventable or curable if detected in its early stages.
6. The war indicated that more than one-third of our young men were physically unfit for military duty. By the same token these young men are physically unfit for the maximum of civic duties.

III. The county unit of taxation and administration should be enacted into a law because:

1. By making the tax rate uniform over the county a lower rate of tax will be necessary to raise a given amount of money.

Wealthy districts are as a rule the ones with a low rate. Many districts in a county vote the limit of tax and are not then able to maintain a good school. Other wealthy districts have good schools on a low levy.

2. It will tend to equalize educational opportunity and educational responsibility. We are committed to the policy of "from each according to his ability, unto each according to his need" so far as individuals within a given district are concerned, i. e. the rich man pays more than the poor man but the children of each are entitled to the same educational opportunity. This principle should be extended to apply to communities as well as to individuals within a restricted community.

3. It makes building of school houses easy by distributing the burden over the entire county. Only a few buildings are erected in any county during a year. A light levy on the entire county would make the burden light. It would largely do away with the necessity of voting bonds for rural school buildings.

IV. The third grade certificate should be eliminated because:

1. As a minimum requirement it is now too low, requiring in some cases even less than a thorough eighth grade schooling.

2. Along with this lack of schooling frequently goes lack of experience and immaturity. The holder lacks the self confidence and self control, the common sense that are necessary in dealing successfully with pupils and people.

3. The argument that no high school exists in some counties no longer holds good. Now practically all who desire to go to school can find an opportunity to get to high school or college. Usually if they do not have the initiative and the ability to attend school, it is necessary, they are not desirable for the

teaching profession.

4. Equality of educational opportunity carries with it an approach to equality in the matter of qualified teachers.

V. The law should be revised so that any district receiving state aid should vote the maximum tax, because:

1. This law now holds with respect to rural elementary schools and high schools receiving aid under the Wilson law. It does not hold with reference to Consolidated districts receiving the special consolidated aid, teacher-training high schools or vocational high schools receiving aid under the Smith-Hughes bill. As the law stands, it is, therefore, a discrimination against the rural school and the small high school.

Columbia, Missouri, July 9, 1920.

2. A school is not entitled to special state aid until it has done its best. A rich district is not justified in asking the state to help it maintain its school by special aid until it has come up to the standard of effort that many other schools have to put forth.

3. To withhold aid from these schools will enable the state to do more for the children of poorer communities that are voting the limit, thus tending to equalize educational opportunity.

VI. The present law fixing the maximum salary in rural schools receiving state aid should be amended because:

1. The maximum is so low that it is next to impossible to find teachers who will take schools receiving the aid.

2. Teachers who have made reputations as fair teachers are in too great demand to be had for \$40, \$50, or \$60 a month.

3. Many of the children in these schools are therefore, compelled to attend school under an inefficient teacher.

4. About one-fifth of all the rural schools of the state are affected by this law and practically 80,000 children. It is dangerous to discriminate against so large a part of our future citizenship in matters that will determine their value to themselves and to the state.

VII. One-half of the general revenue of the state should be distributed to the public schools of the state because:

1. Education is a State function. It is more a state function than is the building of good roads, or fire protection or police protection. An ignorant individual has as much power at

the ballot in one part of the state as in another, he may in future life live in your community, he may be the father of a family. No matter where he lives his status will raise or lower that of the state.

2. The new revenue laws of the state have produced more than the State really needs for the ordinary expenses. The crisis in education is acute now, some schools are reducing their teaching force, others have discontinued their high schools on account of lack of funds. The surplus funds could not be used to better advantage.

VIII. The constitution should be amended so as to provide for an appointive State board of education to supplant the ex-officio board that we now have for the following reasons:

1. Three of the four members of the board as now constituted are the governor, secretary of state, and the attorney general, who are chosen with no reference to their qualifications as members of the State Board of Education. No matter how efficient they may be in the major duties of their offices, they may have little or no fitness as members of this board. Not long ago a previous board's interest in other things predominated and covered up its interest in education to such an extent that it tried to divert from the school fund nearly one-half million dollars, and was prevented from doing so only by the prompt action of the then state superintendent and a decision of the supreme court.

2. In the very nature of the case the members mentioned view questions from the angle of good politics, rather than good schools, and as was the case with the previous board, referred to above, are frequently more interested in making their financial record look good than in looking after the interests of the public schools.

3. Their terms of office expire at the same time and the board therefore, changes completely every four years, making an educational policy for the state impossible.

4. A board appointed with terms of office fixed so as to make the board continuous, and properly safeguarded against partisan or political control has proved to be far more efficient.

IX. and X. These two topics have been discussed for so long and so generally through the press and from the platform that a statement of arguments is not necessary.

Summary of Replies to the Foregoing Questionnaire

The various candidates have gone on record, some by answering the questionnaire, others by ignoring it. A large number of them have given satisfactory answers to all the questions. We have no right to question the motives of any. It is easy to select those who are real friends to the public schools. A few have, by refusing to answer the questions definitely, giving general statements instead, left themselves open to the suspicion of being mere flatterers and not real friends. "But's", "if's", glittering generalities and commonplace platitudes have little value when real issues are to be decided. The good citizen will not often be called upon to violate his party loyalty in order to find the candidate that measures up to his demands on the educational platform. For one or two of the offices, however, he may even have to do this. Of the leading candidates for governor Atkinson has answered all the questions but one favorably and unqualifiedly. Mr. Hyde says that he favors any sort of law or laws that will improve the educational interests of the State. Without actually answering the questions with a yes or no, which failure was due to the pressure of detail work in his campaign, he says over the telephone that he favors all the propositions, with the understanding that he has not looked into questions of constitutionality and their general relation to other laws. Mr. Hyde is generally regarded a progressive friend to the public schools. McJimsey has not answered the questions at all but his letter and platform indicate a wholesome attitude and general favor. Faris and Mayer have failed to make any sort of reply, which to some may indicate little interest in the school problem and cause others to wonder if they would have treated a communication from certain other organizations with the same indifference.

Of the candidates for Lieutenant Governor, which next to that of governor is the most important office so far as school legislation is concerned, Buford and Elvins have answered the questions definitely and favorably. Both are men whose past record and general character inspires confidence in the genuineness of their friendship for the schools. Lloyd and McClintock have apparently considered the questions beneath their notice or inimical to their political interests.

AS ANSWERED BY THE VARIOUS CANDIDATES

(The questions are indicated by their numbers. See pages 72 and 75 for questions).

The candidates for each office are arranged alphabetically.

CANDIDATES FOR GOVERNOR—

Marvin M. Aldrich answers all questions in the affirmative. He says, "Have never held public office, but have raised a family of seven and realizes the difficulties of our present methods relative to schools and teachers."

John M. Atkinson favors all the propositions and answers all unequivocally except No. 3 to which he says, "I think I favor this but want full information on the same."

Arthur M. Hyde says he cannot answer each question yes or no. He calls attention to a paragraph from his speeches in which he refers to Missouri's low rank educationally and says, "I shall never be satisfied until the schools of Missouri rank equal to the best among the states of the union." (Later by telephone he indicates that he will favor all the propositions provided a more thoro investigation verifies his present impression.)

E. E. E. McJimsey does not answer questionnaire but his clerk acknowledges its receipt and encloses a letter to teachers in which Mr. McJimsey gives general endorsement to "large enough" salaries to teachers. His "Position on Education" does not cover any of the other points of the questionnaire.

Robert H. Merryman says "yes" to questions 1, 3, 6, 8 and 10, to number 9 he says "No" and to 2, 4 and 7, "Don't know." Nos. 5 and 11 are not answered.

LIEUTENANT GOVERNOR—

Carter M. Buford answers all questions with an unqualified "Yes." Under number 11 he states, "In the Senate for 14 years I have stood for all progressive school legislation."

Politte Elvins says "yes" unqualifiedly to all questions except number 7 to which he answers "yes, if the present ratio is not sufficient." Under 11 he states, "Have never had official connection with schools, but have always supported every measure for their improvement including bond issues and tax levies."

SECRETARY OF STATE—

E. S. Austin answers all questions affirmatively, except No. 8 to which he says, "I believe so but am not familiar with the matter." Mr. Austin states that as a newspaper editor he has always supported such reforms as those suggested.

Chas. U. Becker fails to answer the questionnaire. In a letter he states in a general way that he favors higher salaries and points out that in the legislature he consistently worked for measures proposing needed school legislation and that as a member of the appropriations committee he did his utmost to give the State Schools as large appropriations as the revenue would permit.

C. M. Harrison answers "yes" to all. Number 4 he answers, "Yes, with the statement that I do not regard grade of certificate as supreme test of qualifications."

STATE AUDITOR—

Geo. E. Hackman answers yes to all questions except 3 and 7 which he answers "No." Mr. Hackman says he has fought for four years for the assessment of property at its true cash value.

STATE OF MISSOURI

State Teachers College

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SPRINGFIELD

Robert E. Lee Marrs answers yes to all questions except the tenth, which he leaves unanswered, and numbers three and four to which he says, "I am open to information on these points and your recommendations will be followed." Mr. Marrs says that in his work as chief clerk of the house two terms and as secretary of the senate one term he has done all he could to help the teachers in getting their bills over. Mr. Marrs did very helpful service to the county superintendents' bill in the last session and in a critical time when his work probably determined its passage.

William W. Phillips answers with an unequivocal "Yes" to each question. He says as a citizen he has advocated that more attention should be given to the public schools and the education of our boys and girls.

R. F. Smalley, without qualifying statements answers yes to all questions. He says he was president for some years of a school board and was considered very unwise by some because he favored higher taxes and better schools.

Fred Spalti says to number 6, "No, make it elective." The other questions he answers in the affirmative. He says as a citizen he has always been in favor of good public schools.

STATE TREASURER—

Vincent Heisserer does not answer numbers 4 and 5; the others he answers in the affirmative. He says he has always favored long terms of school and higher taxes.

William O. Stacy answers "yes" to all. He says he is a former rural and grade teacher and has served as member of school board for three years.

John W. Stuart answers yes to each of the questions.

L. D. Thompson says "yes" to all questions except number 3 to which he says "No." He points out that he has been a member of the New Bloomfield school board for six years.

G. D. Viles answers all except 6 and 9 with "yes." To 6 he makes no answer and to nine says, "If it can be non-political."

ATTORNEY GENERAL—

Mark A. McGruder answers all questions "Yes." He says as member of the 49th and 50th general assembly he championed all measures for better schools.

Jesse W. Barrett does not return the questionnaire but in a letter states that his view

is favorable to all the propositions which he feels are not an issue in the race for the Attorney-Generalship. He says that he has held no public office but has served on citizens' committees to nominate school board members to keep the schools out of politics. He is a member of the Social Service Committee.

W. H. Merid'th answers all questions in the affirmative without qualifying statements. He refers to his record as member of the school board of Poplar Bluff.

Those who have ignored the questionnaire by failing to reply after being asked by special delivery letters or telegrams are: Candidates for Governor, Frank Farris, Chas. E. Mayer; for Lieutenant Governor, McClintock and Lloyd; for Secretary of State, John L. Sullivan; for State Auditor, Geo. Middlekamp.

SUGGESTIONS FOR ORGANIZING COMMUNITY TEACHERS' ASSOCIATIONS UNDER THE NEW CONSTITUTION OF THE MISSOURI STATE TEACHERS' ASSOCIATION

(Note: Wherever the word "teachers" is used in the article below all county superintendents, principals or persons in other supervisory or administrative positions are included.)

I. Who May Become Members of the Community Teachers Association

Teachers are eligible to become members of a Community Teachers' Association provided they are members of the Missouri State Teachers' Association. If they are not members for the year beginning June 16, 1920, they may become members by sending their enrollment fee of \$2.00 to their county super-

intendent or to E. M. Carter, Secretary-Treasurer, Missouri State Teachers' Association, Columbia, Missouri. This covers membership fee to State, District and Community Associations and subscription to "The School and Community." No other fee is required until the end of the fiscal year, June 15, 1921.

II. Enrollment

Every teacher should enroll at the August plan-meeting in the Missouri State Teachers' Association and thus insure her eligibility to the Community Association and to the Official Magazine.

III. Community Teachers' Association in Counties

(a) First Plan: A single Community Teachers' Association for the teachers of the county may be formed. In this case the Community Teachers' Association and the County Teachers Association would be identical, providing that all teachers are members of the State Teachers' Association. It is strongly recommended that those teachers who have not yet become members of the State Teachers' Association should do so at once so that the whole teaching force of the county may become identified with the Community Teachers' Association.

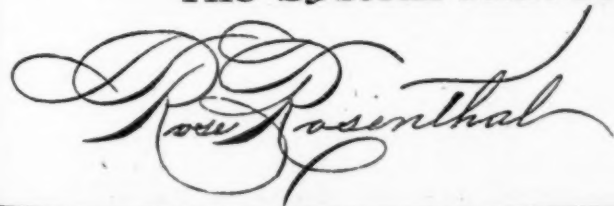
(b) Second Plan: Two or more Community Teachers' Associations may be formed by the teachers of the county. In such cases each city that has twenty-five or more teachers may form a Community Teachers' Association composed of the teachers of that city, together with the teachers of the neighboring rural schools that are convenient to that city. The teachers of any town or village with less than twenty-five teachers may, together with the teachers of the surrounding rural schools form a Community Teachers'

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Association provided the total membership is twenty-five or more.

(c) General recommendations: In the organization of a Community Teachers' Association in any county, the teachers should so group themselves that they can meet conveniently. These community Teachers' Associations should form the local center for various kinds of professional activities. Since there should be at least four or five meetings of the Community Teachers' Association annually, and since it may be found that more frequent meetings are advisable every teacher should become a member of that Association which she can reach most easily. She may teach in one part of the county and live in another part and may prefer to belong to the Community Teachers' Association near her residence rather than one near her place of teaching. It must be borne in mind, however, that a teacher can belong to only one Community Teachers' Association and that must be in the county in which she teaches.

IV. Officers of Community Teachers' Association

The officers of the Community Teachers' Association shall consist of a chairman, vice-chairman, and secretary-treasurer who shall hold office until the third Saturday in September, 1920.

VI. Name of Community Teachers' Association

It is suggested that the following name be applied to each Community Teachers' Association:

No.....(To be filled by Sec'y. M. S. T. A.). Community Teachers' Association. of(Town or County)

VI. What to do First

As the county superintendent is the legal head of the schools of the county it is suggested by the Executive Committee that he take the initiative in organizing the teachers. This is only suggestive and should not be taken to preclude other plans if they are thought best. The following suggestions are offered:

First: That he confer with the superintendents, principals, and teachers of the county and determine whether there will be one or more than one Community Teachers' Association for the teachers of the county.

Second. That whenever he can be helpful to teachers in selecting the most convenient Community Teachers' Association, he may suggest to each teacher the association to

which he or she should belong or which he or she can reach most conveniently.

Third: That he suggest a date for the organization of each Community Teachers' Association, which date should be as early as can possibly be arranged, perhaps during the August meeting.

Fourth. If possible the county superintendent should be present at the organization of each Community Teachers' Association or if impossible for him to be present, he should appoint someone to act as temporary chairman of the meeting.

Fifth. After the meeting is called to order, the first order of business is election of the following officers of the Community Teachers' Association, to serve until the third Saturday in September, 1921. (If organization is formed after third Saturday in September, 1920).

(a) Chairman, (b) Vice-Chairman, (c) Secretary-Treasurer.

Sixth. After the election of officers, the chairman should discuss briefly the purposes of the organization, the chief of which follows:

(a) To give greater unity of action among teachers.

(b) To give publicity to the urgent needs of the teaching profession.

(c) To secure salaries adequate to meet the greatly increased cost of living.

(d) To secure legislation needed to guarantee better educational opportunities for the boys and girls of Missouri. (See legislative program in July and August issues of "School and Community".)

(e) To cooperate with the Missouri State Teachers' Association in establishing and maintaining professional standards for teachers in the same manner as the organizations in other professions maintain their standards.

(f) To promote in every laudable way the general welfare of teachers.

(g) To promote the professional growth of teachers and encourage educational progress in the community.

Seventh. At least twenty-five teachers are necessary to form a Community Teachers' Association. This number may be composed of those present and those who have by conversation or otherwise expressed a wish to join. In case there are not twenty-five or more present and pledged, a temporary organization with the above mentioned officers should be formed. The same to become per-

manent on the enrolling of the additional members. The officers should take immediate steps to secure the enlistment of additional members to make a total of at least twenty-five members, and send the membership fees of any additional members who have not previously enrolled as members of the State and District Teachers' Association, at once to E. M. Carter, secretary-treasurer of the M. S. T. A., Columbia, Missouri, with the names of the officers and the names and addresses of all members of the Community Teachers' Association.

VII. Committees at Work

Strong committees on Teachers' Salaries, Legislation, Professional Standards and Ethics, and Sources of Larger Revenue were appointed by the Executive Committee on November 22, 1919, and are now at work. (See past issues of "School and Commu-

nity" and Bulletin for their reports). The Executive Committee through your official organ will keep you informed of the work of these committees.

For further information, address E. M. Carter, Secretary-Treasurer, Columbia, Missouri.

Note:—Membership in the Missouri State Teachers' Association also includes membership in one of the following District Associations: Northeast Missouri Teachers' Association, Central Missouri Teachers' Association, Southeast Missouri Teachers' Association, Southwest Missouri Teachers' Association, Northwest Missouri Teachers' Association, the St. Louis Division, the Kansas City Division, and the St. Joseph Division. Joint membership fee only \$2.00 for State and District and Community Associations until June 15, 1921.

The Missouri State Teachers Reading Circle

Do the Reading Circle Work and receive credit
for it. Other Progressive Teachers do it

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Davis' THE WORK OF THE TEACHER	- \$1.20
Whitney's THE SOCIALIZED RECITATION	- \$1.40
Hughes' TEACHING TO READ	

Books may be secured from your
County Superintendent or
County Manager

For further information write

E. M. Carter, Secretary

COLUMBIA, MISSOURI

The Four Year Rotation Plan Popular in Other States Also

BERT COOPER

After visiting Dupree school, Craig County, Oklahoma, where every pupil in the school, from first to eighth grade had a part in the Vitalized Agriculture work, Dr. A. E. Winship, editor of the *Journal of Education* of Boston, Massachusetts, exclaimed to his companion, "I thought I had the vision of this wonderful work, but never until today when I beheld this completely vitalized school, vitalized from primary to eighth grade, have I had a full understanding of the work."

As in Oklahoma, so in Missouri and South Dakota, do we find children of all grades handling the work easily and understandingly.

In a Palos Park, Cook County, Illinois school, we found children of the primary grades making their own drinking cups and understanding perfectly why they should have separate drinking cups—they had grasped the sanitation idea fully.

For an educator to maintain that fifth and sixth grade pupils cannot successfully carry Vitalized Agriculture work with seventh and eighth grade pupils, is merely a confession of ignorance of the entire plan and that he never has visited a vitalized school.

Miss Lenora Mart, a teacher of Oklahoma, says:

"My seventh and eighth grades had a lesson about modal adverbs and adverbs of manner, place, and time. I asked them to use two of each kind in sentences about tool case and nail box; the results were creditable.

"While they were doing this the fifth and sixth grades had a lesson about the three kinds of sentences as to form. After having studied the lesson in the book, I had them write five of each kind of sentences about the tools, the tool case and the nail box. This they did and they were very good sentences too. One little boy said, 'Why, Miss Mart, I didn't know before that you could write sentences about real things.' (So much for book teaching.)

Willis E. Johnson, President of the State Agricultural College, Brookings, South Dakota, recently came to Nodaway County to look over the work being done there by the Vitalized Agriculture schools. He expressed surprise at finding every grade in these

schools vitalized and full of pep and vim.

The real purpose of his visit was to secure two instructors in Vitalized Agriculture work for the six weeks' summer term at Brookings. He selected W. H. Burr, Pickering, and Maude Whitehead, Maryville, who have been teaching the Vitalized Agriculture work for the past two years. These were selected because of the high quality of their work, and given good salary.

Has any one every approached the rural schools of Missouri with a proposition for employing teachers of agriculture of the old-time type for Normal School teaching?

Miss Nellie McMahon, of Palos Park, Cook County, Illinois, started her work in Vitalized Agriculture in September, 1919. In a few months the story of the success of her work had become nation-wide. She refused two offers from Utah to go to that state as an instructor. County Superintendent Tobin of her county, appointed her a Country Life Director at an advance in salary of \$1250 a year.

The many visitors to Miss McMahon's schools all remarked about the wonderful interest of all grades of the school in the work.

The Rotation Plan continually presents something new and interesting each year, consequently the work is stimulated—there is no re-hashing of subjects, no stale work.

Scores of teachers in Missouri, South Dakota, and Oklahoma are doing the work. Their approval is unanimous. The plan has raised the salaries of Vitalized teachers, despite the fact that teachers' salaries are now lower than those of any other profession.

Miss Victoria Lyles, County Superintendent of Wagoner County, Oklahoma, writes of a school board member who came into her office and said, "Miss Lyles, I went over to Miss Dollie Harrison last week and offered her \$135 a month to teach our school next year. Miss Harrison teaches this Vitalized Agriculture and we want her for that reason. I have reached the point where I am tired of sending a boy thru eight grades and then sending him out on the farm to find that he cannot make even a double-tree."

(Continued on page 87)



News Notes



Paul Chapman, for the past year or more Supervisor of Agriculture in Smith-Hughes schools of Missouri has accepted a similar position in Georgia and resigned his position with the State Department of Education to take up his work in Athens, Ga., on July first. His friends in Missouri will miss his genial enthusiasm and helpful guidance and their best wishes go with him to his new field. Mr. Chapman is to receive \$1100 a year increase over his salary in the Missouri position.

S. P. Bradley, for several years superintendent of schools at Rolla, Missouri, and once county superintendent of Greene County has been re-elected for his third term at Wellington, Colo. Mrs. Bradley is assisting him as principal of the high school.

Superintendent W. W. Thomas of Springfield plans to offer courses in salesmanship in his high school, both as regular and part-time work. He also will introduce work in wood finishing. These additions to the curriculum come as a result of the recent industrial survey of that city.

The recent survey of industries in Jefferson City resulted in the recommendation to the school board that they install in their high school courses in carpentry, printing and auto repair work.

Shelbina High School Boys earned \$6932.96 last year on their corn projects which was more than \$23 per acre.

Missouri Book Men have organized by electing E. G. Lyle of D. C. Heath Company president, Chas. F. Lamkin of the University Publishing Company 1st vice-president, "Cris" Sevier of the American Book Company 2nd vice-president, Mrs. H. Z. Campbell of the Practical Drawing Company secretary, and Waldo P. Johnson of the Longmans-Green Company, treasurer. The purpose of the organization are social and ethical. They expect to hold about four meetings a year, one at the State Teachers' Association, one at the County Superintendents' Convention, one at the annual Conference of City Superintendents and one which will be in the nature of an outing during the summer season. They expect, also, to be given a division in the Missouri State Teachers' Association and to become a regular part of that organization.

T. W. Jackson will be head of the department of mathematics in the Jamestown College of Jamestown N. D. next year. Professor Jackson for the past four years has been principal of the high school at Fulton, Missouri. Low salary is given as the cause of his leaving the State.

Missouri at the Salt Lake meeting of the N. E. A. was represented by State Superintendent Sam A. Baker, of Jefferson City, President Jno. R. Kirk of Kirksville, Miss Lillian Ernst of St. Louis and Miss Victoria Dobbs

of Columbia who fill the positions of State Director, Member of Council, State Manager and Hostess respectively. Thirty-eight Missourians registered at the Missouri Headquarters among these were Supt. W. W. Thomas of Springfield, Supt. C. E. Crocker of Cape Girardeau, Supt. L. McCartney of Hannibal, Principal M. J. Patterson of Irving School, Kansas City, M. O. Burton, Vocational Director of Kansas City, Miss Smoot and Miss Griffith, Kansas City Principals, and Principal E. George Payne of Harris Teachers' College, St. Louis.

State Superintendent Sam A. Baker was honored by the National Education Association by being chosen one of the vice-presidents and by being elected member of the Educational Council. His election to the council made it necessary for him to resign as State Director. This place was filled by the appointment of Superintendent Livingston McCartney of Hannibal. President John R. Kirk represented Missouri on the nominating committee, having been chosen for that place by the Missouri members present.

Dr. Junius L. Meriam's book, Child Life and the Curriculum, for which many educators who knew Dr. Meriam's work in the Elementary School at the University of Missouri have long waited is now off the press. The anxiety of delay will be more than off set by the completeness of the book which would have been impossible if less time had been taken in its writing. A more extended notice of the book is published under the Book Shelf section of this issue.

L. W. Rader, supervisor of part-time and continuation classes was elected assistant superintendent of instruction at a recent meeting of the St. Louis Board of Education, at a salary of \$5000. Supt. Rader has long been active in State Association work, having filled several offices in the past. He has served as president of the St. Louis Division during the past three years.

William Woods College

Fulton, Missouri

The Best Endowed, The Best
Equipped Junior College for
Young Women in Missouri

JOSEPH A. SERENA, President

The Teachers of Memphis, Tennessee, have been granted an increase of \$250 a year with checks for back pay of \$150 each. The teachers' association had failed in their efforts with the board of education and a general strike of ten days had also failed when the association took up the matter directly with the people. "Save our schools" was the slogan of a week's publicity campaign featured by newspaper advertising, air plain stunts and public meetings, which were preliminary to "pledge day." On that day pledge cards were circulated and signatures solicited. Seven thousand persons signed these cards in favor of an increase in salary. These cards were presented to the board which after three hours deliberation granted the salaries of the U. S. Bureau of Education's scale which was more than the teachers asked for. Later, however, the board found that it would not have sufficient funds for this increase and readjusted the schedule to their means.

Secretary of Commerce Alexander issues the following statement: The children of the city of St. Louis for the year 1919 saved 901 tons of paper. In seven months of the present year they have collected 566 tons. 513 of which were old newspapers and have realized \$37,813.34 from its sale. Saving paper has become a regular part of the thrift program in St. Louis. Secretary Alexander calls attention to the fact that his department had on hands a number of each of two publications on waste reclamation which it will be glad to send to interested persons.

The Washington Herald states that a poll of the National Economic League and of the special committee on education of that organization, recently showed that 70 per cent in one case and 90 per cent in the other favored the formation of a federal department of education.

Albert S. Cook, for twenty years county superintendent of schools, of Baltimore county, Md., has been recently elected State Superintendent of the Maryland Schools to succeed M. Bates Stephens who has been State Superintendent for a like period. Dr. Cook's salary has been placed at \$8,000 and that of his first assistant, Dr. G. H. Reavis, at \$6000.

Mr. Reavis has been assistant State Superintendent for the past four years and is a former Missourian. He served in Missouri last as Teacher Training Supervisor in 1915.

Maryland has a State Board of Education that selects the State Superintendent and Dr. Cook's work in building up in Baltimore county one of the most efficient systems in the nation made him the logical person for the position when the school board became aware of the sentiment in the state for a thoroughly modern system. Maryland as a State is low in its educational rank.

Missourians will be proud to learn that Dr. Reavis was seriously considered for the position to which Dr. Cook was elected. His work in the office of assistant for the past four years has been devoted to a more active policy and more liberal financial program.

Superintendent R. F. Nichols of Lamar Public Schools has been elected president of the Hazard Baptist Institute of Hazard, Kentucky.

Principal Morrison, of Poplar Bluff, will have charge of the schools at Dewey, Oklahoma, at a salary of \$3000.

Prof. V. C. Coulter, for several years head of the department of English in Central, Mo., Teachers' College, at Warrensburg, has been elected president of Sioux Falls College of Sioux Falls, S. D. Prof. Coulton will assume his new duties at once.

Reading Circle Board Adopts Teachers' reading circle books for the coming year. At a meeting of the Reading Circle Committee held in Jefferson City on April 27, 1920, the following books were adopted: The Work of the Teacher by S. E. Davis, formerly head of the Department of Education at Maryville Normal School and well known throughout the State as Teacher-Training Inspector under former State Superintendent W. P. Evans, and two books published by the A. S. Barnes Company, The Socialized Recitation and Teaching to Read by William Whitney and James L. Hughes, respectively. The reading circle this year will involve two units, one covered by the first named book, the other covered by the last two.

The Executive Committee have arranged for the following speakers for the program of the State Teachers' Association in Kansas City, November 11-13; Dr. W. H. Kilpatrick, Professor of Methods and Philosophy, Columbia, New York; Dr. Lotus D. Coffman, University of Minnesota; Dr. W. A. Jessup, University of Iowa; Miss Theda Gildermeister, Winona Normal School, Minnesota.

Prin. S. C. Brightman, for the past two years in charge of the high school at Columbia will go to St. Louis in September as principal of a word-school.

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FIRST ATTEMPT AT LEGISLATION BY THE STATE TEACHERS' ASSOCIA- TION THROUGH THE INITIA- TIVE FAILS

Community Teachers' Association Number One, of Cape Girardeau transmitted in March of this year to the various Community Associations of the State a petition to the Secretary-Treasurer of the State Teachers' Association asking for a vote of the following proposed law:

"No teacher shall accept for the year 1920-21 a salary less than the following minimum salary recommended for the teacher of his qualifications by the Salary and Resolutions Committees of the State Teachers' Association:

Qualifications	Cities over 25,000	Cities under 25,000
H. S. Graduates		\$ 600
Normal Diploma	\$1200	1000
A. B. or B. S. Degree	1400	1200
A. M. Degree	1600	1400
Ph. D. Degree	2000	1800
Heads of Departments in Intermediate or High Schools		
Normal Diploma	\$1600	\$1400

A. M. Degree	2000	1800
Ph. D. Degree	2400	2200

The letters and initiative petitions were sent to 135 Community Teachers' Associations and A. B. or B. S. Degree 1800 1600 forty took action. There were of this number thirty-three that favored the submission of this legislation and seven opposed it. The constitution requires that at least fifty community associations shall favor the submission by initiative before a vote by the various Community Associations can be taken on the proposition. This measure therefore failed of submission by the votes of 17 community associations.

Of the seven that voted unfavorably four gave no reason for their opposition. One said that the salary schedule submitted was impractical and that boards could not pay it. Another said it was too low and would lower instead of raise salaries, while the third objected on the ground of "pedagogical unionism" and that it was not proposed by the officers of the association.

REPORT OF CONSTITUTIONAL CON- VENTION COMMITTEE

St. Louis, Mo., Nov. 6, 1919.

Members Missouri State Teachers'

Association:

We, your Constitutional Convention Committee hereby summarize its work for the past two years. Shortly after the Kansas City meeting we bought \$3500 worth of Government Bonds. Last winter it was necessary to sell a thousand dollar bond to finance the campaign before the recent legislature.

The summary of receipts shown below is swelled by a small temporary loan and the proceeds of the bond sold. So that the actual net receipts should be only \$263. Likewise the expenditures include \$3500 paid for bonds, so that we now have in addition to the \$163.94 in the bank, bonds that cost \$2500.

The daily press has informed you that the efforts of the friends of the new constitution movement resulted as usual. There seems slight hope for a different result until public sentiment becomes strong enough to compel legislators to prefer the needs of all the people of the state to those of a part.

Thru your committee, you are still affiliated with the New Constitution Association which is now laying plans for a campaign to begin next summer. The teachers of the

Teachers Wanted

**BETTER OPPORTUNITIES ARE
HERE** and teachers may come into their own if they use the means of publicity.

We can secure better positions at better salaries than can be secured by individual efforts.

Our business extends into every part of the country—calls come from everywhere.

Send for registration blank and tell us what you want. Many of the best opportunities come in the late summer. Enroll **AT ONCE**.

CENTRAL EDUCATIONAL BUREAU,

W. J. Hawkins, Manager,

824 Metropolitan Bldg., St. Louis, Mo.

state receive much credit for their aid in spreading the propaganda. If all the teachers, men and women, will next year give their support to candidates for state office who declare themselves unequivocally for a new constitution, much good can be done. The problem is, how many have the requisite courage.

Financial Statement

Balance, Nov. 14, 1919\$3,252.53
Receipts since 1,510.00

Total Assets\$4,762.53
Disbursed as shown by vouchers
44—75inclusive 4,598.59

Cash Balance\$163.94

Respectfully submitted,
W. P. EVANS, Treasurer.

NATIONAL EDUCATION ASSOCIATION REORGANIZES ON A REPRESENTA- TIVE-DELEGATE BASIS

By-Laws and Resolutions

Reorganization on a democratic basis was the keynote of the Salt Lake meeting. Practically every speaker on the general program

referred to it as the great question before the Convention on the proper solution of which the future usefulness, influence and even life of the Association would depend. It seemed evident from the beginning that the progressives were in control since the standpatters would be unable to pack the convention because of the distance from their strongholds, which was, at least assumed to be the populous centers of the east. Through fear that such would be attempted even at Salt Lake more than the usual number stayed through the business session which was the last thing on the program. The reorganization went through without noteworthy opposition. The part of the newly adopted by-laws which has to do with the reorganization follows:

Article II. Election of Officers, Representative Assembly and Affiliated Associations.

Section 1. The election of officers and transaction of business at the annual meeting shall be by a representative assembly composed of delegates apportioned, elected and governed as hereinafter provided.

Sec. 2. The president, vice-president, treasurer and directors of the association shall be chosen by the representative assembly by ballot, at the annual business meeting, a majority of the votes cast being necessary for a choice. They shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as hereinafter provided.

A Book for the Vocational Director and the Student

IN THIS VOLUME YOU WILL FIND THREE THINGS OF INTEREST



PART ONE—A line of "American" equipment for Cabinet Work.

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have been distributed among the teachers throughout the country. Many instructors are using them in their classes to great advantage. We have a few left of the first edition. If you haven't one write for a copy.

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provided. The secretary and treasurer shall enter upon their duties at a date which shall be determined by the board of trustees and which shall not be later than the first of October and shall continue in office during the terms for which they are separately chosen and until their successors are duly elected.

Sec. 3. The State Teachers' association or educational association of a state, territory or district, may become affiliated with the National Education association and shall be designated an affiliated state association. Each affiliated state association shall be a state unit in the organization of the National Education association and as such shall be entitled to representation in the representative assembly as hereinafter provided. The annual dues of an affiliated state association shall be \$10 for each delegate to which said state shall be entitled, with a maximum of \$100. Said association shall receive without application, or other condition, all regular publications of the National Education association, including the volume of proceedings, reports of committees and all special bulletins and announcements when issued.

Sec. 4. A local educational association or teachers' organization within a state, territory or district may affiliate with the National Education association and shall be designated an affiliated local association. Each affiliated local association shall be a local unit in the organization of the National Education association and as such shall be entitled to representation in the representative assembly as hereinafter provided. The annual dues of an affiliated local association shall be \$5, which shall entitle said association to receive without application, or other condition, all regular publications of the National Education association, including the volume of proceedings, reports of committees and all special bulletins and announcements when issued.

Sec. 5. Each affiliated association, both state and local, shall be furnished a certificate of membership and shall be entitled to the active assistance and support of the National Education association in promoting the interest of such affiliated association and its members in so far as such interests come within the purpose and object of the National Education association as set forth in its charter.

The secretary of the national education association shall, with the advice and approval of the executive committee, make such arrangements for mutual cooperation between the National Education association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession.

Sec. 6. Each affiliated state association shall be entitled to elect one delegate and one alternate to the representative assembly for each 100 of its members, or major fraction thereof, who are active members of the National Education association, up to 500 such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education association. Such delegates shall be designated state delegates.

Sec. 7. Each affiliated local association shall be entitled to elect one delegate and one alternate to the representative assembly for each 100 of its members, or major fraction thereof, who are active members of the National Education association. Such delegates shall be designated local delegates.

Sec. 8. Only active members of the National Education association shall be eligible to be delegates to the representative assembly, and to vote in the election of delegates in a state or local affiliated association. An active member shall be permitted to vote for the election of delegates in but one affiliated local association.

Sec. 9. The officers of the National Education association as named in the charter and the state superintendent or commissioner of education of each state, territory and district, shall be ex-officio delegates to the representative assembly. The president of the association shall preside at the annual meeting of the representative assembly and the secretary of the association shall keep the records thereof. In case of a tie the president shall cast the deciding vote.

Sec. 10. Delegates shall file their credentials with the secretary of the association on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting. The secretary shall turn

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over such credentials to the credential committee, when appointed, with such information thereon as may be obtained from the records of the association. The representative assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. Meetings of the representative assembly shall be open to the active members of the association who shall be privileged to address the assembly on subjects pertaining to the association. The representative assembly shall adopt rules of procedure which shall not conflict with the charter and by-laws of the association. It shall recommend an equitable plan for paying the expenses of delegates to the annual business meeting of the association.

RESOLUTIONS ADOPTED BY THE N. E. A. JULY 10, 1920

By a unanimous rising vote, delegates to the National Education association convention adopted a resolution urging the states of Connecticut, New Hampshire, Vermont, Tennessee, North Carolina and Florida a speedy adoption of the amendment to the federal constitution granting enfranchisement to women. With equal unanimity the convention adopted a resolution proposed from the convention floor by Leo J. Muir, state superintendent of public instruction for Utah, putting the association on record as opposed to the use of the cigarette by young men and women and pledging its support and cooperation to efforts of civic organizations to eradicate "cigarette smoking and kindred vices."

The resolutions were read to the convention by Miss Annie Webb Blanton, state superintendent of public instruction of Texas, and a member of the resolutions committee of the national association.

The resolutions as presented were the unanimous report of the members of the resolutions committee who were present, explained Miss Blanton.

The resolutions favoring immediate improvement of methods of preparing teachers for the work, the selection of teachers on a basis of merit solely, indorsement of the Smith-Towner bill, which provides for federal participation in education, increased financial support for education so that better salaries could be provided for teachers, a change in the administration of Smith-Hughes law to preserve the autonomy of the states in the administration of vocational education, were adopted without opposition.

The resolution urging that cultural education should not be overshadowed by vocational education and that education for citizen-

ship should fill a large place in the courses taught from the kindergarten to the graduate school of the university, was unanimously adopted after numerous educators had risen to give their hearty indorsement to the principles enunciated in the text.

The delegates roundly applauded the resolution urging that the English language be used as the vehicle for instruction in all public and private schools of the United States.

Battle Over Tenure

Miss Margaret Haley of the Federation of Teachers of Chicago, and a member of the N. E. A. committee on salaries, tenure and pensions, asked Miss Blanton what had become of a resolution presented by her and James Ferguson of San Francisco on a permanent tenure for efficient teachers. The resolution had not been included among those read. Miss Blanton explained that the resolutions committee had not deemed it wise to favor a resolution which placed a shield around inefficiency. To this Mr. Ferguson strenuously objected, saying that the purpose of the tenure resolution had been diametrically opposite to Miss Blanton's interpretation of it.

Miss Olive M. Jones of New York then proposed the following resolution, which was adopted:

"Resolved, That the National Education association strongly urges the passage in each state of laws granting permanent tenure to teachers during efficient service coupled with an efficient method of ridding the service of inefficient teachers and insuring fullest protection.

Mr. Carlson, a delegate from Minnesota, declared that the question of pensions had been overlooked by the resolutions committee and submitted a resolution which was adopted. The resolution follows:

Retirement Plank Adopted

"Resolved, That we hold the provision for the retirement of superannuated teachers is fundamentally a part of the salary problem and that the national government should be invited by the association to interest itself in the financial support of teachers' retirement funds."

W. H. Shepard of Minneapolis offered a resolution which put the association on record for an impartial and fearless enforcement of the Volstead prohibition enforcement act. The resolution, which was adopted, is as follows:

"Resolved, That we, the members of the

National Education association, are in hearty accord with the recent decision of the supreme court of the United States in affirming the validity of the eighteenth amendment and that further we believe in and call for impartial and fearless enforcement of the Volstead act and similar acts in harmony in spirit and application with said act and that we oppose any step which shall endanger fundamental institutions of society, particularly the home and school."

When the question of equal representation on state boards of education came up for debate because of the failure of the resolutions to include anything on the subject, Katherine Blake of New York proposed a resolution favoring equal representation of women and men on state boards. The resolution was warmly sponsored by several women delegates, but was defeated on vote. A standing vote was demanded, which revealed that the majority of opponents were men delegates.

Wording Changed

Prior to adopting the resolutions as a whole with the amendments and additions, Professor Howard R. Griggs called the attention of the convention to a sentence in one of the resolutions, which read as follows: "The attitude of unrest must find no expression within our ranks." The resolution had already been adopted, with the sentence included. Professor Griggs argued that such an inclusion would be misinterpreted and that it was contrary to the American spirit of the association. He moved, therefore, to strike out the sentence, and the motion was carried.

Miss Haley, who has been leading the fight against the convention forces in favor of the federation of teachers, expressed regret that the sentence was excluded, declaring it would have been good campaign material for her cause.

(Continued from page 80)

Calls are coming from all over the United States for this Vitalized Agriculture. Oklahoma and South Dakota are holding their third year Short Course this summer. Utah holds her first Short Course. For Missouri to abandon the plan at this time or seek to reduce it to a two-year plan is the height of folly.

Earl Thompson, County Superintendent of Schools, from Vernal, Utah, came to Nodaway County, spent four days in the Vitalized schools studying the four-year Rotation Plan, and took from this county two of our best teachers—Mary Watson and Nellie Halasey—

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to Utah, to teach the four-year Rotation Plan at the summer school and in his county the coming year, at a salary of \$1800 each.

Right here in Nodaway County I now have calls from three School Boards for as many Vitalized Agriculture teachers at \$125 each, and cannot supply the demand. Let us not spoil this Rotation Plan by making it too short.

A two-year rotation is not practical because of the work being so near together, loses its vitalized force, the children will recall the greater portion of the work having been done and thus lose interest.

The writer was called to Utah and to South Dakota to assist in the Better School Campaigns. In each of these states the Vitalized Agriculture work was always spoken of as the "Missouri Plan."

Missouri had the honor of being first to introduce the work, she has received more school publicity during the past three years, than in all the years of her previous history; to abandon it now would not discount the plan, but rather prove to the world her own stupidity and short-sightedness. Shall we allow the remainder of the educational world to point us out as having to be "shown," rather than go on pointing us out, as "showing" the way to others?

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A book for first grade teachers.

2. Song Series—Book One

For Second Grade.

3. Song Series—Book Two.

For Third Grade.

(Continued from page 71)

A director of the Modern Health Crusade heads the third division. Her special work, aside from supervising the crusade movement throughout the state, has been to secure the participation of the women's organizations of the state in a health-education committee, having for its program.

(a) The promotion of health habits through the adoption of the Crusade, with its daily health chores, in all the schools of the state.

(b) Working for a county visiting nurse under existing law, promoting county health councils and clinics, and acting as a clearing house for the health work of the various organizations. With other members of the staff, the director is now working for the recognition of the Modern Health Crusade as a part of the regular state program of education, with fair prospect of success.

The publicity department was organized in the fall of 1919, with a trained writer at its head, and furnished news stories to the various newspapers of the state during the "seal" campaign.

The executive secretary has acted as leader of legislative work, and with the cooperation of doctors, teachers and other progressive forces in the state, has been instrumental in securing the passage of advanced legislation, including

1—The law for state-aided county hospitals.

2—The law providing for municipal and county tuberculosis visiting nurse service.

3—A group of laws for the lead and zinc belt, providing for (a) individual drinking cups (b) wetting down of dust in mines, and (c) lockers and dressing rooms for miners; and

4—In the last legislature, a law reorganizing the state board of health and giving it broad powers. Under this law the United States Public Health Service is now working, in cooperation with the Missouri Tuberculosis Association and other agencies in the state, to establish a division of child hygiene, which it is hoped will be adequately financed by the next legislature.

As will be seen, the work of the association is, first, educational as to needs and, second, experimental as to practicability. The demonstrations are carried only far enough to prove their worth, with the expectation that the community will then take up the work and make it a part of its permanent health program.

"Look here, Hawkins, that cow you sold me don't give as much milk as you said she would."

"She don't?"

"No sir!"

"How much did I say she'd give?"

"You said she'd give half a pailful, and she don't."

"Well, your pail's too big."

(Continued from page 60)

Teachers Reading Circle Centers

The county should be divided into Reading Circle centers or divisions so that each center will contain not less than four teachers. A good time to organize the centers is now. A competent leader should be selected in accordance with the plans of the County Superintendent for each Reading Circle center. In order to get credit for Reading Circle work, at least six meetings must be held in addition to the last meeting at which the examination is given. A minimum of sixty minutes must be spent at each meeting on THE WORK OF THE TEACHER and sixty minutes on TEACHING TO READ and THE SOCIALIZED RECITATION combined, making a total of at least one hundred twenty minutes on the three books at each meeting. It is especially recommended that the first Reading Circle meeting be held the second Saturday after the schools begin in September and that meetings be held every two weeks thereafter until the six meetings shall have been held. In this way the Reading Circle work can be completed before the beginning of the bad weather in December or January.

Credit For Reading Circle Work

State Superintendent Baker makes the following recommendations concerning secondary credit for Reading Circle work for the year 1920-1921.

1. One-fourth unit secondary credit will be given on Davis' "THE WORK OF THE TEACHER" and one-fourth unit on Hughes' "TEACHING TO READ" and Whitney's "SOCIALIZED RECITATION" combined, provided that all three books must be studied before credit is received. This credit also fulfills the requirements for professional work on the renewal of certificates.

2. It is recommended that all three books be studied simultaneously.

3. Students who are in school will not be permitted to take the Reading Circle work for credit.

4. Reading Circle work for secondary credit must be done in Reading Circle centers composed of not less than four teachers including the leader.

5. Each Reading Circle center must hold not fewer than six meetings.

6. A minimum of sixty minutes must be spent at each meeting on Davis' "THE WORK OF THE TEACHER" and sixty

minutes on "TEACHING TO READ" and the "SOCIALIZED RECITATION" combined, making a total of at least one hundred twenty minutes on the three books at each meeting.

7. The final examination for Reading Circle work will be given by the county superintendent at the time and place of the March, June and August examinations for teachers. The examinations questions are to be furnished by the manager of the State Teachers' Reading Circle and papers graded by the school in which credit is desired. Competent Reading Circle center leaders are to be appointed by the county superintendent.

8. It is recommended that the first Reading Circle center meeting be held the second Saturday after the schools begin in September and that meetings be held every two weeks thereafter until the six meetings shall have been held. In this way the reading circle work can be completed before the beginning of the bad weather in December or January.

The Pupils' Reading Circle

The Pupils' Reading Circle will again be able to supply all books listed in the State Course of Study and will send them out promptly by parcel post, prepaid. There are about 500 excellent books on the list. Write E. M. Carter, Secretary, Columbia, Missouri, for free order blanks.

There is a man out in Missouri who believes firmly that any undertaking, including the poultry business, may be furthered by the judicious use of advertising. All one winter he had been feeding twenty-seven old hens with no returns for his trouble but a good stiff feed bill. Finally in desperation he turned to the trusted magic of advertising and set up a sign in the chicken house which read:

"Every hen that hasn't laid an egg by next Wednesday will be killed, cooked and eaten."

Two days later his attention was attracted by a great commotion. On investigation he found that one egg had been laid and every hen in the flock was cackling as hard as she could, trying to claim the egg for hers and thus save her neck.

Happy Thought

"Just think of it—a full dinner, oysters, soup, fish, roast, salad, dessert, coffee, for a quarter."

"Great Scott, man! Where?"

"Oh, I don't know—but just think of it!"

The Book Shelf

Child Life and the Curriculum, Junius L. Meriam, Professor of School Supervision, University of Missouri. Cloth, xii plus 538 pages. Price \$3.00. Yonkers-on-Hudson, New York; World Book Company. Doctor Meriam in his preface gives to "Bobby and his gang the credit for suggesting" the problem he has presented in this book. He states that he has worked on the problem in the schools of Wakeman, Ohio; Akron, Ohio and Albany, New York, and for the past twelve years in the Elementary School conducted in connection with the University of Missouri. In Doctor Meriam's work he has kept before him three important truths: (1) We have boys and girls to educate by helping them live as boys and girls and by preparing them for efficiency in later life. (2) We have a curriculum aptly called "tools," much of which is obsolete and not connected with changing life. (3) We have a curriculum aptly called "tools," much the subject matter of which must be used as the means of instructing children. Dr. Meriam states that his object is not to get away from the traditional curriculum but to get close to the child in his home and community life. Concrete illustrations and lucidity characterize the book throughout. The reader may not agree with every conclusion, but he is bound to have his vision broadened and his viewpoint changed by the able discussions of the most advanced ideas of the present.

Among the topics discussed are: The traditional curriculum, which had its justification in educational theories now more or less decadent, the indictment of retardation and elimination, a view of it in the light of scientific investigation, school surveys, educational thought and local gossip. The principles in the making of curricula should be scientific not based on tradition or chance, a statement of problems of home and community life, should enable boys and girls to be efficient in what they are now doing, should be selected from real life and expressed in terms of activities and environments, should provide for individual differences in interests and abilities, should be organized so as to admit of rearrangement for any day and of transfer of work from grade to grade, should lead the pupil to appreciate both work and leisure. Besides the 11 chapters dealing with the above propositions there are five on the content of the curriculum, two on methods and results including a very excellent one on educational measurements, and appendices of books, songs, dances and games used in the Elementary School. A rather extensive bibliography is given at the close of the book.

The Socialized Recitation, William Whitney, Ed.D., Ph.D. The author's purpose, as stated in the preface, is to create an atmosphere of activity and responsibility for the child in the class room. He places the emphasis on the development of the child rather than the subject matter. The recitation should be a means for the expression of his own ideas and the development of his powers. The author discusses the nature of the recitation, its objects and the possibilities of the recitation when properly socialized under the direction of the skillful teacher. Points out the dangers and the probable mistakes that will be made. Gives specific suggestions for various subjects reading, language, history, etc. More than half of the book is taken up with stenographic reports of socialized recitations. A. S. Barnes Company, publishers, Chicago. Adopted by R. C. Committee for 1920-21.

The School Shop, Edward Yeomans, June Atlantic Monthly. Significance of shop in the grade school or high school not understood. The content with status quo due to indifference and a social philosophy—that the hand may be dishonored with impunity. No health or longevity promised to a society composed of masses, laborers and other classes of exploitation and leisure. A present between these two extremes is the class convinced that it is important to get into the leisure class. The only reason why a man has a brain is that his ancestor had a hand. You can no longer neglect the sources of sanity and strength.

These are in brains plus hands.
The carpenter's son. Thirty years of hand and head.
Old school worse but the family better. More manual than.

Mother not apt to be a great lady with a charming manner but defective discrimination. Father had not deserted children for auto and golf. The school person still sees only the formulae of "requirements." You may be educated and still be able to pass these tests but there are many chances that you pass them only to stultify yourself. Fifty per cent of the cultivatable area of the child's minds is untouched.

Professional men only phantoms when in touch only with their kind. There is a very strong current of our affairs today running from a region known as feudalism which is a place in the heart and not in history. Description of a shop and a shop man.

Make plans now for the Kansas City meeting November 11-13.

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NORTHEAST MISSOURI STATE TEACHERS' COLLEGE

Adair County—

Brashear, Fred Guffey; Kirksville, Charles Banks.

Audrain County—

Benton City, Mrs. E. C. Nieman; Farber, W. Wybrand; Laddonia, L. E. Leaver; Martinsburg, B. B. Basinger; Mexico, L. B. Hawthorne; Vandalia, A. M. Fourn.

Boone County—

Ashland, Andrew Morris; Centralia, W. S. Drace; Columbia, W. I. Oliver; Hallsville, E. A. Jones; Harrisburg, Geo. T. Porter; Hartsburg, Merle Davidson; Rocheport, E. M. Mace; Sturgeon, J. L. Vincent.

Callaway County—

Auxvasse, S. J. Holloway; Cedar City, R. G. Hale; Fulton, J. T. Bush; McCredie, John Elmore; Mokane, J. C. Sullivan; New Bloomfield, Lee H. Morris; Tebbetts, Edith Craghead.

Chariton County—

Brunswick, J. A. Burnside; Keytesville, O. L. Davis; Mendon, R. H. Boston; Prairie Hill, Emmitt Finley; Salisbury, O. E. Gordon; Sumner, A. J. Stone; Triplett, J. R. Cope.

Clark County—

Kahoka, Price L. Collier; Luray, Richard S. Dabney; Revere Con. No. 3, W. P. Morse; Wayland, C. A. Kitch; Wyaconda, Con. No. 1, Mary Ann Fidler.

Howard County—

Armstrong, W. P. Morse; Fayette, O. F. Revercomb; Glasgow, Elizabeth Jeffries; New Franklin, J. E. Cropp.

Knox County—

Edina, Jas. Dillinger; Hurdland, G. A. Camden; Knox City, Harvey Alderson; Newark, W. H. Dunn; Novelty, E. G. Skinner.

Lewis County—

Canton, E. H. Bash; Ewing, L. H. Hicks; Labelle, E. L. Fisher; Lagrange, J. T. Muir; Lewistown, J. R. Ford; Maywood, J. W. Mott; Monticello, Fred J. Gray; Steffenville, C. Ingold; Williamsville, Roy Wagener.

Linn County—

Brookfield, L. V. Crookshank; Browning, M. T. Connally; Bucklin, Nessie Crystal; Laclede, Minnie Tripper; Linneus, Willis E. Moore; Marceline, G. H. Meredith; Purdin, Ira G. Terry.

Lincoln County—

Elsberry, Theo. A. Hollman; Hawkpoint, Lillia Muck; Millwood, C. Gertrude Mudd; Moscow Mills, Ruth Wheeler; Silex, Gladys Garland; Troy, Roy V. Ellise; Whiteside, Lois Logan; Winfield, O. F. Burris.

Macon County—

Atlanta, Herschel Haggard; Callao, Geo. Johnson; Thel, W. L. Walker; LaPlata, F. A. Thompson; Macon, J. C. Bond.

Marion County—

Emerson, T. Marksburg; Hannibal, L. McCartney; Palmyra, A. F. Elsea.

Monroe County—

Holliday, Mrs. Mary Moore; Madison, J. B. Rogers; Monroe City, F. E. Bridwell; Paris, F. G. Hale.

Montgomery County—

Bellflower, C. H. Ramsey; High Hill, Nellie Farnen; McKittrick, R. A. Place; Middletown, Principal Lynch; Montgomery, M. B. Vaughn; New Florence, H. B. Browning; Rhineland, Una Scott; Wellsville, L. J. Mitchell.

Pike County—

Bowling Green, A. T. Powell; Clarksville, A. A. Mendousa; Curryville, K. C. Wright; Eolia, Pearl Adams; Frankfort, Chas. A. Burbank; Louisiana, R. R. Rowley; Paynesville, Wm. F. Delaney.

Putnam County—

Livonia, A. E. Elliff; Powersville, Geo. Longhead; Unionville, Jas. R. Kerr.

Ralls County—

Center, Ross A. Scroggin; New London, F. W. Smithpeter; Perry, M. B. Platz; Rensselaer, Lena Fiske.

Randolph County—

Clifton Hill, Clesco Swinney; Higbee, Oscar Higgins; Huntsville, L. C. Stewart; Moberly, P. P. Callaway; Roanoke, Mrs. A. W. Pitts; Yates, C. D., W. I. Ferguson; Thomas Hill, C. D., S. E. Holman; Clark, Miss Jennie Evans.

St. Charles County—

Augusta, Theodosia Prichard; Howell, Lucia Arnold; O'Fallon, Edmonia Edwards; St. Charles, Jos. Herring; Wentzville, C. R. Aydelott.

Schuyler County—

Downing, P. R. Riggins; Glenwood, Glen Glascock; Lancaster, Stephen Blackhurst; Queen City, C. R. West.

Scotland County—

Gorin, J. D. Dull; Granger, W. A. Burton; Memphis, Earl Dille; Rutledge, Minnie Everhart.

Shelby County—

Bethel, Jas. Gwynn; Clarence, R. G. Smith; Emden, C. P. Taylor; Hunnewell, Irving Hess; Shelbyville, Walter R. Henry; Shelbyville, A. H. Holbert; Leonard, L. W. Madsen.

Sullivan County—

Green Castle, J. F. Painter; Green City, G. H. Reed; Harris, H. Kelly; Humphreys, Anna E. Packer; Milan, C. F. Peck; Newtown, Della Warden; Pollock, Ethel Rogers.

Warren County—

Holstein, Mildred Havighurst; Marthasville, A. P. Ritter; Warrenton, Alfred Friedli; Wright City, O. D. Browning.

CENTRAL MISSOURI STATE TEACHERS' COLLEGE

Bates County—

Adrian, W. T. Hoover; Amoret, B. E. Parker; Amstutz, Maude Harawood; Butler, C. A. Lee; Merwin, R. K. Fox; Rich Hill, J. M. McCallister; Rockville, H. F. Hough.

THE WORK OF THE TEACHER

by

SHELDON EMMOR DAVIS, Ph.D.

Formerly Director of the Department of Education in the Northwest Missouri State Teachers' College

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